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Bulletin
of the
Association of American
Colleges

THE PERSONAL EQUATION

THE PROGRESS OF TWO DECADES

GUIDANCE AND MEASUREMENT

THE PROCEEDINGS OF THE TWENTY-FIRST
ANNUAL MEETING

March, 1935

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By EDWARD SAFFORD JONES

Director of Personnel Research, The University of Buffalo

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Edited by

ROBERT L. KELLY

Executive Secretary of the Association

MARTHA T. BOARDMAN

Editorial Assistant

RUTH E. ANDERSON

Contributing Editor

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Editorial Offices

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March, May, November, December

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EDITORIAL NOTES

THE TWENTY-SECOND ANNUAL MEETING. The

Twenty-Second Annual Meeting of the Association of American Colleges is to be held in New York City on Thursday and Friday, January 16 and 17, 1936. The Roosevelt Hotel has been selected as the headquarters for this meeting. As usual, the meetings of the various denominational college associations and the Council of Church Boards of Education will be held during the same week.

CHANGES IN COMMISSIONS. By order of the Executive

Committee of the Association, the Commission on the Cost of College Education and the Commission on Faculty and Student Scholarship have been temporarily discontinued. It is hoped that plans will develop soon for the financing of special projects within these fields, at which time the Commissions will be reorganized.

THE COLLEGE MUSIC STUDY. The BULLETIN is happy

to announce that definite arrangements have been made for the appearance of the Music Study report early in May, 1935. The book is being manufactured by the Yale University Press and will be distributed by the Macmillan Company. It will appear under the name of Dr. Randall Thompson, Director of the Study, with a Foreword by the Executive Secretary of the Association.

As has already been indicated, Dr. Thompson's work has been of such a superior character that the book is certain to represent the high water mark of college teaching in music thus far in college history.

It may not be generally known that Dr. Thompson is himself not only a practicing musician, but also a teacher, a scholar, an author, a director and a composer; and that he has done distinguished service in each of these lines. He has won many prizes and fellowships, among them being the Fellowship of the American Academy in Rome and the John Simon Guggenheim Memorial Foundation Fellowship.

Within the field of creative work, Dr. Thompson has produced symphonies, a symphonic poem, choral works, music for string

quartets, etc. His Symphony No. I was performed in 1930 by the Rochester Philharmonic Society and his Symphony No. II has been performed twice in Rochester and also by the New York Philharmonic-Symphony under Bruno Walter, by the Boston Symphony Orchestra under Serge Koussevitzky, by the National Symphony Orchestra in Washington under Hans Kindler, and by orchestras in England, Holland and Germany.

The Symphonic Poem, "The Piper at the Gates of Dawn," was first performed under Dr. Thompson's own direction by the Augusteo Orchestra in Rome, and later by the Boston Symphony Orchestra under Serge Koussevitzky, and by the Rochester Philharmonic under Dr. Howard Hanson.

Among his choral works are the *Rosemary*, for women's voices, the *Odes of Horace*, the *Pueri Hebraeorum*, the *Americana*, which have been performed in various cities—Rome, New York, Boston, Chicago, Los Angeles, Worcester, New Haven, Cleveland, Pasadena, and at various universities.

Dr. Thompson is at present engaged in writing a choral work commissioned by the League of Composers for performance by the Harvard Glee Club next fall.

DISTRIBUTION OF PREPRINTS. Each member of the Association has received a copy of the following preprint pamphlets containing papers presented in this issue: "The Progress of the American College in Two Decades" by Presidents Frank Aydelotte, Frederick C. Ferry, Professor Edwin Mims and Rector James H. Ryan; "Who Shall Guide?" by Deans Eugenie A. Leonard, J. Hillis Miller and Professor Anna Y. Reed, and "Improved Examinations" by Dr. F. S. Beers, Deans C. S. Boucher and A. C. Hanford—one pamphlet; and "The Annual Report of the Executive Committee and the Executive Secretary for 1934-35" by Robert L. Kelly. Additional copies of the two first named are available at cost while the supply lasts: "The Progress of the American College in Two Decades" at \$5.00 per hundred; the Guidance—Examinations pamphlet at \$6.50 per hundred, plus transportation charges.

SOCIAL AND ECONOMIC SECURITY. The Wagner-Lewis Doughton Bill, which incorporates the ideas of the President's Committee on Economic Security, at the time of the writ-

ing of this editorial, has exempted educational institutions, churches, hospitals, and other non-profit making organizations from its operations. The social-security program of the Administration provides a payroll tax for financing old age pensions.

TAX RELIEF FOR COLLEGES. The Bureau of Internal Revenue has recently made a ruling which is interpreted by the Teachers Insurance and Annuity Association of America as meaning that contributions of employers toward premium payments on deferred annuity contracts of employees do not constitute income to employees for income tax purposes at the time these contributions are made. This reverses a former ruling and is of special significance to our colleges.

BETTER GOVERNMENT PERSONNEL. The Commission of Inquiry on Public Service Personnel has issued in book form, *Better Government Personnel*, published by Whittlesey House. The chairman of this Commission is President L. D. Coffman of the University of Minnesota, and its purpose is to attract the best man power to government service in the United States by placing government employment on a career basis.

CONFERENCE OF COLLEGE TRUSTEES. Lafayette College is arranging an all-day conference of college trustees to be held at Easton, Pennsylvania, on April 26, to which the trustees of thirty leading colleges and universities of the East are invited. Various phases of trustee responsibility will be discussed and an attempt made to clarify the functions and place of the board of trustees in the total institutional set-up. President Lewis reports a widespread interest in the plans and program in process of development.

"PUFF" MAGAZINES. The Federal authorities have requested the cooperation of the Association office in securing evidence concerning certain so-called "puff" magazines which in the past few months have been racketeering among the colleges and universities. Any institution receiving letters, long distance telephone calls, or telegrams concerning "the checking over of an article" relating to the college, is advised to write the publication (if not well known) inquiring what the circulation is, to whom the

magazine goes, and how long it has been published. Please send *all* letters from such magazines together *with the envelopes in which received* to this office and we shall turn them over to the Inspector in charge of the investigation.

PRESIDENT JESSUP'S BOW. President Walter A. Jessup's initial report as the head of the Carnegie Foundation for the Advancement of Teaching is entitled "Facing Actualities in American Higher Education." It is a remarkable review of the present condition and future prospects of the American college. President Jessup remarks in his conclusion:

In the acute struggle for academic existence many colleges will no doubt lose ground and some of them will disappear. Many of them will be unable to get on without the spur and whip of specific and more or less mechanical standards to which they have become accustomed. But the survivors will not necessarily be the ones with the most money, nor will the failures necessarily be those with the least money.

Survival will be conditioned by intelligent leadership, high morale, and the courage to be sincere with the students by selecting and educating them only in the field of institutional competency and in that field doing a genuine and significant job.

"CONTROLLED" EDUCATION. The United States Office of Education, in its *Educational Directory* for 1935, continues the use of obsolete educational terminology in repeatedly using the term "controlled" in connection with the colleges related to the churches. As a matter of fact, there are very few colleges in this country which are "controlled" by the churches. It appears to the writer that the more modern use of the term is expressive of the real situation, namely, privately controlled and publicly controlled institutions, which, being interpreted, means that the control is in the hands of the boards of directors, an increasing number of which are self-perpetuating or are on a basis which guarantees them practical freedom in educational procedure. It is an interesting question whether the church related colleges have not progressed further in the matter of external control than have the tax-supported institutions.

ADDRESS OF WELCOME

JOHN HOPE

PRESIDENT OF ATLANTA UNIVERSITY

Mr. President, Ladies and Gentlemen:

Dr. McCain last night spoke so charmingly about our city and the people here that it seems quite out of place for me to say anything further. My only justification would be, perhaps, that some of you now present were not here last night.

You are welcomed here this morning by the colleges and universities of Atlanta, white and colored. That may have no significance for many of you, but for those of us who have lived and worked here for many years, it has a great and inspiring significance.

I was asked to welcome you this morning because of no merit of mine, but simply because I am the oldest college president in point of service, and I fear in point of years, in the city of Atlanta. For more than thirty years I have lived in this city and have watched developments, particularly developments that concern education. I can recall many years ago when there was considerable misunderstanding, and when there was a desire to arouse white people to a better effort in behalf of liberal education for Negroes, that some people would point to the hills of Atlanta and say in disparagement that on every hill was a Negro college. Since that time the Negro colleges have remained; the white colleges and universities have come in. A better understanding has developed, so that today as a group of colleges for white and colored people, we have you here in attendance at this meeting, and I think that has a significance beyond Atlanta. In spite of all the untoward things that are occurring, it is an earnest that there has come a better understanding of our effort throughout the South to get justice, learning, equal economic advantages, protection of life, and that great independence and individual liberty referred to last night,—our effort to get those things for all people, without reference to race, color and previous condition.

In thinking over the various schools in the Association of American Colleges represented here today, I cannot help but

express the thanks of colored people to many colleges of this country, North and South, for service that they have rendered in bringing Negroes as far as Negroes have gone into a life of better things. What you saw here last night was no accident. The singing you heard from that group of students from our Negro institutions was no accident. The decorum was no accident. And the friendliness felt and shown between those young people as they stood on this platform and you in the audience was no accident. Rather it was the result of something which has been developing for more than sixty years. And it has developed because there have been men and women, North and South, of a fair mind, who wanted the best things for everybody.

So you have come for the annual meeting to a goodly place. For you have come to a place where people are struggling hard to get better conditions. You have come into one of the poorest sections of the United States, which has the additional burden of maintaining separate churches, separate schools, even separate cemeteries. It is a tremendous educational and spiritual burden this vast Southern commonwealth has because of the unfortunate condition of slavery. Why, in the State of Georgia, there were no public schools for white or colored children until after there was an effort set up in a box car in this city to educate and Christianize Negroes. That was a very short while ago. It was as late as 1869 that Edward Ware, a young man only five years out of college, came to this city and started Atlanta University. It is only a short while, sixty years ago, since Joseph T. Robert became president of Morehouse College. He was a Southern man and a planter, in South Carolina. He freed his slaves and went to Brown University. He took his entire family away from the South because he feared the effect of the aristocracy on his children. Later he came back and taught Negroes at Morehouse College in arithmetic, in the blue-back speller, in the English Bible. Those young men that you heard sing last night were spiritual descendants of Joseph T. Robert. Harriet Giles and Sophia Packard had their girls' school at Worcester, Massachusetts, and they thought black girls should have a school in the South. So they founded Spelman College.

It is an amazing thing; and you, coming from all over the country, North and South, have by men and by thinking made

your great spiritual as well as educational contribution to what is being done through public and private education for the betterment of our country by promoting better conditions among Negroes.

You will pardon me for bringing that element into my remarks, but why ask pardon. Edward Rowland Sill once wrote a letter in which he said a great deal about himself. He deprecated this, but said further: "Why should a man not talk about himself. He is the only man he knows about." Unconsciously I have talked about myself. As a child I sat at the feet of these men and women, these pioneers in education, but even more significant than that, I have been taught by the men and women they taught.

None of the good things that happen among Negroes today is an accident. The progress is due to education. May God forbid that anything should arise in this country to spoil the mind and heart of Negroes, and the beautiful things that they have developed through their own spirit, helped by the teachings that they have received from the noblest spirits throughout the country.

We welcome you most heartily to our city.

THE PERSONAL EQUATION

The Presidential Address

WILLIAM MATHER LEWIS

PRESIDENT OF LAFAYETTE COLLEGE

DURING the past ten years education on the college level has been subjected to more careful scrutiny than ever before. Curricula have been reorganized, surveys concerning innumerable matters have been conducted, educational experts have made profound pronouncements. Surely nothing has been neglected. But if one turns to the mass of literature which these activities have produced he finds that as in the commercial field the smallest proportionate amount of attention has been paid to the ultimate consumer, in this case the typical undergraduate student considered as a human being. We have made an elaborate suit of clothes, with pockets for this and that, modeled after English, or German, or Roman pattern, but we have forgotten in many instances to take into consideration the size of the youth who is to wear it. We have prepared a gargantuan meal—but have not always ascertained whether or not the guests are on a restricted diet, because of limitations in capacity and assimilation. Oh! of course, we know that our students rank above those in rival institutions, that they are the most serious minded with whom we have ever dealt, that they are extraordinarily responsive, but beyond these few happy generalities we are sometimes at a loss. Some recent books, the work of middle aged authors, purporting to picture under-graduate life in the present era are characterized by naive and wishful thinking.

When one suggests certain elements in college policy which might be better, he should at the same time emphasize the tremendous contribution made by our colleges to the general welfare, particularly in the troubled days through which we have been passing. Truly, none of our social or industrial organizations has faced the situation more effectively or courageously. So when we raise a question as to our understanding of the nature and needs of the youth with whom we are dealing, it is with the knowledge that in more than one institution remarkable work is being done in getting beneath the surface and

reaching the heart of the whole problem. But in many instances, we are prone to let other interests divert our attention from the obvious fact that the college is for the student. And this being true it is likewise self-evident that only those should be retained upon a college staff who have proven ability and an attitude of sound progressiveness. That institution which keeps upon its teaching force those who are known to be dull, unprogressive, unsatisfactory teachers contradicts the principle that the college is for the students—that it is an educational institution and not a philanthropic enterprise. It is also true that able teachers should not be called upon to wear themselves out in an attempt to teach youths who do not wish to be taught.

The president of a Junior College in New Jersey, writing to the *New York Times* last week said, "My experience for the past fifteen years with college students is that too many are not eager learners. They are just credit hunters in many cases. In these times with the FERA aggravating the situation by attracting so many non-eager students to attend junior colleges, there is all the more reason to oppose waste in college education.

"The dilemma is that if these emergency junior colleges are not provided students will be loafing on the streets, and if we pay the tuition of these students in Federal-supported junior colleges we get a veritable herd of self-hearted, mediocre students. We cheapen instruction; we cheapen our faculty status. We merely demoralize our standards of college results. We really encourage waste of money and years of youth." You will note that his criticism is not aimed at the FERA enterprise in established colleges but at the creation of emergency colleges, a problem to which I think we should give careful attention.

This and similar statements emphasize the necessity of paying keener attention than ever before to the question of the type of student entering our institutions and to reach a sound conclusion as to whether the American college is primarily an educational or a social institution. This problem is being forced to our attention more than ever before by the activities of the Federal Government in the educational field.

In accepting, as we should, the social responsibility which the college has, we recognize that that responsibility lies in the field of developing in its students a sense of intelligent social respon-

sibility and not in making out of the institution a social organization in the sense that it takes into its student body young people in order to decrease the number of unemployed on the streets at any given time, or to prevent idleness which might result in immorality and crime.

I sometimes fear that our state laws requiring boys and girls to remain in the public schools until let us say eighteen years of age, confuse the issue; that they put a burden upon the schools which they should not be asked to assume; that the presence of larger, duller and less desirable pupils, among smaller, brighter and more desirable, has both a bad mental and moral effect. It might appear that if it is really socially desirable to keep these lower types occupied and out of industrial competition up to a certain age, another type of institution should be devised for them as soon as their progress in formal education comes to a standstill.

The same policy appears sound in college administration. The Government naturally looks upon the college as an agency which may be helpful in reducing unemployment; and at the same time, give unemployed youth an opportunity for advancement, but naturally does not consider the problem which all colleges have, of maintaining sound educational standards.

Certainly with these new issues before us it is a time for personnel appraisal. It is clear that our quantitative standards, our credits and degrees have dimmed the vision as to what education on the college level should produce. Tradition and inertia have been hampering elements. There is no royal road to college effectiveness. It must be obtained through courageous pioneering in search of those methods which will develop the type of individual the present era needs if orderly progress is to obtain in the affairs of men. No institution which faces these basic questions intelligently and honestly need fear that its service will not be of inestimable value. But no college will face them intelligently and honestly which does not center its thought upon the present day individual student, his capacities, his limitations, his needs.

In the educational field the undergraduate is often a misunderstood individual. That sounds like a very extravagant statement. But how much do we really know about him? Or to put it another way, how much do we not know about him?

A thoughtful college trustee asked me a few days ago if any studies have been made to ascertain the amount of time which the average college student wastes in a year. No such knowledge appears to be at hand, and yet how vitally it affects the insistent question as to whether or not the present length of the college course—four years—can be justified.

Again the question was raised in our last faculty meeting, as we were discussing possible changes in our college year, in our examination system and our schedule to promote greater continuity, whether or not the psychologists had furnished us with satisfactory information as to whether the process of learning on the college level was best promoted by daily recitations or by the more usual system of two or three periods a week with a day intervening; whether there was any evidence on the problem of devoting a whole day each week to each subject as over against the conventional method. No one knew of much reliable data on the problem, although numerous studies have been made along those lines concerning young children, and a later check up showed that only a very few fragmentary and inconclusive studies along this line have been undertaken. Perhaps if our college psychologists would leave a great part of the study of abnormal psychology to the graduate schools and study some of these normal matters we would get farther in understanding and in developing the mind of youth.

Strange, is it not, that as an effective instrument the human brain has not improved in these last two thousand five hundred years. True, we know more things than did those gathered for discussion in the shadow of the Parthenon, but where are the thinkers, the poets, the philosophers, the sculptors who can match the glory that was Greece?

Despite all the advance that psychology has made, this thing we call the mind is still cloaked in mystery. But just as after thousands of years of primitive agricultural methods with scarcely a change there came that day in the nineteenth century when the whole process of sowing and reaping was suddenly revolutionized, so through the efforts of men with divine discontent will these minds of ours some day be suddenly released and controlled to do miraculous things.

A few weeks ago in Cleveland, Dr. Crile and his assistants, in the darkness of an underground laboratory showed brain tissues of animals which glowed by their own inner light, and the writer who reported this strange exhibition said that "these myterious emanations indicated that the thinking apparatus is a superlative radio transmitting and receiving set, which all through life keeps up an endless broadcast over a gigantic network in a hookup of two billions of individual stations."

Scientists have and will take exception to the conclusions of Dr. Crile and the idea of the journalist, but would the discovery and control of mental emanations be a whit more marvellous than those electrical impulses which go hurtling through the air from the broadcasting station to the radio in far off farmhouses?

One night I had a dream so vivid that the next morning at the breakfast table I repeated it to my wife. It centered about a college classmate with whom I had not been in contact; of whom I had not thought, for years. And later in the week when my secretary brought in the morning mail—the topmost letter was from this man in a distant community, and it said, "Last night I had such a vivid dream about you that although our paths have not crossed for many years I decided to write you." The majority who feel it wearisome to think about the mind will dismiss an incident such as this with that all inclusive word, coincidence. But some scholar will patiently follow the path of the unknown until the day when our "echoes roll from soul to soul and grow forever and forever." I prophesy that within ten years our whole concept of the human mind in regard to its capacity and its training will be changed.

However, pending these great discoveries in the field of mental activity and power, which are so surely coming, we must not mark time. We must define the type of individual who is worthy to have invested in him the money, time and effort called for by the college process.

In the memorandum to the selection committee for Rhodes Scholars, the secretary says this:

Mr. Rhodes defined in his will the general type of scholar whom he desired by specifying four groups of qualities, the first two of which he considered the most important:

1. Literary and scholastic ability and attainments;

2. Qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindness, unselfishness and fellowship;
3. Exhibition during school-days of moral force of character and of instincts to lead and to take interest in his schoolmates;
4. Fondness for and success in manly outdoor sports such as cricket, football and the like.

In making their selection Committees should be careful to give the qualities of intellect and character the paramount importance which Mr. Rhodes directed. Committees are especially warned against passing over a candidate who shows essential distinction in favour of one who possesses an undistinguished uniformity of all-round qualities without particular excellence in the more important ones." [Parenthetically, this warning should be given to admissions officers of American colleges. We now turn back a brilliant boy who has great capacity in one field in favor of some stupid individual who knows a little in several.] "Such a policy leads inevitably to mediocrity. Distinction of intellect and personality is the primary qualification for a Rhodes Scholarship, and upon that Committees should insist.

Candidates between nineteen and twenty-five cannot expect to have developed equally all their potentialities, and the quality of leadership, in so far as it is real, is likely to be latent. It is clear that in emphasizing this quality Mr. Rhodes did not have in mind the man who devotes a large part of his energy in college to outside activities. Mr. Rhodes evidently regarded leadership as consisting in moral courage and public spirit as much as in more aggressive qualities. Judicious resistance to ill-founded undergraduate opinion, for instance, may give truer evidence of leadership than success in interpreting or expressing it. Under the complex conditions of modern life true leadership must depend upon high ability and sound character, and Committees will best succeed in finding men of the kind which Mr. Rhodes desired if they put first emphasis upon these qualities.

In a private letter Mr. Rhodes made it clear that he was more concerned that his scholars should 'be moderately fond of field sports' than that they should attain 'success' in athletics, in the sense of winning a university 'letter' or 'blue.' At Oxford all but a small minority of undergraduates play games of some kind. What Mr. Rhodes seems to have wanted was that his scholars should play some game sufficiently well to make it an easy road of entry into the social life of the College, that they should be active and

healthy in body, and that they should know how to 'play the game.' He regarded a college as a place where friendships, as opposed to mere acquaintanceships, are made. Between two men both interested in sport it should not be assumed that the better athlete will be the better Rhodes Scholar.

I think we might well accept this as the standard by which we measure the prospective college student.

How much would our undergraduate bodies be reduced below their present numbers if we really observed that first qualification, literary and scholastic ability and attainments! There should be no complacency about the evidences of near illiteracy which are manifest in any group of American college students. Real intellectual competence, the attitude of the gentleman and the scholar are needed today in our civilization as never before. The best is never popular with the majority, because the best costs toil and loneliness. It is almost impossible to attain to the best and to popularity at the same time. Most men faced by these alternatives choose popularity—solacing their consciences with the specious argument that it is better to have more influence upon a lower level than less on a higher.

Thus the majority stamp with delight to the rhythm of jazz and are unutterably bored if some unkind fate makes it necessary for them to listen for an evening to a great oratorio or opera; thus the noblest masterpieces of literature gather dust upon the shelves while the shoddy product of the hack writer receives loud acclaim. But unpopular as it is, the best must have its fearless exponents if civilization is to survive, for upon their lonely efforts rests the responsibility for maintaining a decent level of achievement. And the natural breeding place for the best is within the college walls.

When life was simple its problems could be mastered by simple minds. But who today can we find to face the complicated, chaotic, tangled situation other than those whose thinking power has been developed to the highest degree? "Ye shall know the Truth, and the Truth shall make you free." In education there is a call for those who will be willing to be called undemocratic—who will glory in mental aristocracy; who will find their life's reward in the development of one or two great thinkers.

When we come really to know the student with whom we are dealing, we will realize that he needs intelligent restraint and encouragement to learn how to weigh evidence before expressing opinions on great social, political and religious questions.

We cannot render the best service to the individual student if we do not maintain the essential disciplines. Those who are urging students to take over most of the administrative direction of the college, who are constantly harping upon the necessity of what they term fuller self-expression are not contributing to the sound education of the undergraduate or to his future success. Youth cannot attain to freedom and to new and better standards of life by immature attacks upon the present social order or other established institutions, but by rigid self-discipline—for the road to better things is through a moral struggle in which none but the strong can hope to win, and which comes through mastering problems before one ventures to offer a solution to them.

Fred Eastman well said, "I plead for a revival of self-discipline. Why self-discipline? In order that we may acquire power to meet the struggles ahead of us. For as individuals and as a human race, nothing is surer than that titanic struggles impend. We face certain defeat as individuals unless we can infuse more iron into our internal makeup. The same is true for our institutions. Soft institutions are but the reflections of soft individuals. When we have developed more iron within ourselves, we may have hope of stancher institutions." Rather than urge students to demand this and that, it is the business of the college to prepare them for that sort of leadership which is attained only through ability, and that preparation will best be given to them by intelligent men who lead them in their formative period; who do not encourage a contentious but a cooperative spirit. This cooperative spirit when it is found among older and younger men seeking together the truth and suspending judgment until the evidence is in, constitutes education at its best.

We have encouraged the demanding spirit on the part of youth by constantly telling them that our generation made a terrible failure of things and assuring them that they are much more to be trusted than we are. I am not so sure that we have made a terrible failure. We had to make the greatest adjustment of

any generation in modern times. We started out with a horse and buggy and we are ending up in an airplane. Our generation raised the standard of living to a height never before reached. We made education well-nigh universal. Why, therefore, be so excessively humble and apologetic that we destroy the discipline of the home upon which the success of the centuries has been based? For the home today is not functioning for good as did the home of a generation ago. In his penetrating work, *The Age of Confidence*, which everyone who desires really to know modern youth, should read, Henry Seidel Canby after describing the home of the nineties says,

Does this seem a slight difference from the democratic homes of today where all try so hard to be pals? It is a monumental difference. Statisticians have yet to reckon the nerve strain in American life which comes from precocious attempts at maturity and painful struggles to retard middle age. Fathers and mothers today have to be big brothers and big sisters, while sixteen year old children are humored in their attempts to make knowledge prevail without experience behind it. The worst service done to youth by the revolution in thought of the early nineteen hundreds and the disillusion of war was the necessity put upon them to disagree with everything said by their elders. We in the nineties might doubt parental infallibility but we felt no sacred duty to express our unbeliefs. Parental opinions were assumed to be based upon experience and, therefore, to be treated like axioms in geometry until we had a chance to test them. The middle aged got credit for it and did not have to pretend sympathy with ideas they knew were wrong; the young could take shelter in their youth and were not asked to prove what it was well known they believed.

Again it is evident that because we have not entirely recognized the type and needs of the youth with whom we are dealing that we have overlooked his greatest educational need, namely the education of the emotions. In our eagerness to acquire or to impart oftentimes useless knowledge; in our interest in vocational guidance, we have almost criminally neglected this most important of the elements in education, delegating it to those who are purveyors of commercialized entertainment, whose livelihood depends upon the excitation of the emotions. In whose hands have we placed emotional education? In those of the

moving picture producer, the jazz orchestra leader, the publisher of sex magazines, the comic strip writer, the radio buffoon. A few weeks ago, we read the findings of the Attorney General's Conference on Crime, in which there was more than one statement which had to do with the education of the emotions. For instance, one of its resolutions states that "the Conference deplores the practice of unduly dramatizing stories of crime and glorifying the criminal."

One need but glance at the record of self-destruction, the over-filled asylums, the appalling list of crimes, to agree that emotional instability is taking a tremendous toll in our nation, and to raise the question as to whether or not we will some day be faced by the decadence which ruined once proud nations of the ancient world. Emotional instability, brought about by our lack of understanding of what education really is, this is a weakness which must be corrected, in order to bring about emotional stability. And what do we mean by emotional stability? It is the power to preserve one's soul in peace; to subject the emotional life to the intellectual life; to substitute meditation for aimless action and serenity for excitement. This may be accomplished by the education of the emotions through beauty. That youth who is educated to find the beauty in nature; the inspiration of a great musical composition; the glory of a grand architectural pile; the symmetry of a sculptured masterpiece, learns through these things the great eternal values. No matter what his economic condition, he will never be poverty stricken for as Henry Sloane Coffin has said, a man's wealth consists in the number and intensity of his appreciations.

Says Rufus Jones, "A boy is very much safer morally and spiritually if he has a passion for beautiful things, for beauty in nature. It is of course true that many persons who have possessed great aesthetic gifts and genius have not been robustly moral and it may well be granted that aesthetic appreciation does not necessarily discipline the will or stabilize the character. At the same time love of beauty does tend to elevate and ennoble the soul and it is an immense asset in the formative stages of youth."

The finest thing in the world is a beautiful life and above the influence of music and art and architecture in accomplishment

of emotional stability is the bringing of youth into contact with such a life; into contact with a serene and simple older man; a man in whom a youth can put his trust. Fortunate is that college which has a number of such men on its faculty whose doors are opened to the boys who will so surely enter them if they have the proper encouragement. Unfortunate is that institution where the number of professors who are themselves emotionally unstable is considerable. There are few colleges without some such. They do infinite harm. Without serenity; with emotions on the surface; without judgment as to how to develop a spirit of responsibility and sound judgment in their students; caring nothing for the dignity of their office, for good manners or other conventions; they are a menace and a handicap to the educational process. They must be eliminated before emotional education of an ennobling nature can be realized fully. But the emotionally stable, those real teachers who are the glory of the American colleges, must be given more time and opportunity for student contacts. It is not amiss to note in passing that the great teachers are in the vast majority of cases men of deep religious conviction. Viewed from any angle, it appears clear that we have devoted altogether too little attention in the American college to the education of the emotions through beauty. I sometimes think that the surroundings in which a student finds himself in Cambridge or Oxford have enough of educational influence to carry him through even if he were not touched by anything else. The vine covered walls; the sweep of lawn down the river; the stately dining hall; the glorious Chapel; the influence of these things upon generations of English youth cannot be estimated.

Facing the great problem of leisure time, the true student of education will realize that what the unthinking majority calls the frills of education may well be the essentials. The combination of leisure time and emotional instability breeds crime and degeneracy.

Now he who pleads in education for the best, for the highest development of the exceptional individual is not after all taking an undemocratic attitude, for what the majority needs is sound, unselfish, high-minded leadership. Said a great observer of human affairs to me but a few days ago, "I am not so sure that

what has happened in Russia; in Germany; in Italy, cannot happen in America. Let some great emotional influence suddenly strike the people and we might see our time-honored institutions swept aside in a moment and some bizarre and vicious system installed in their places." If this is not to happen we must raise up a generation of clear-thinking, emotionally stable individuals, awake to their responsibilities as leaders in the great fields of political and social thought.

My plea is for dedication of our educational interest to that which is best, training the individual student to respond to what President Faunce termed the "temptation upwards"; to develop the courage to turn his back on popularity and to stand for ideals; to establish the emotional stability which strengthens the moral fibre; to acknowledge his individual social responsibilities; to cultivate a judicial attitude of mind. All these things come from minds which are stretched to their capacity and which are developed along individual lines. All these things can be realized only when we truly know the characteristics and needs of the youth with whom we are dealing at any particular time. Our responsibility is great, for there can be no individual success, no stable representative government founded upon emotional instability; irresponsible action; mental laziness and ignorance. The American college which has met the issues of various epochs as they have arisen will not be found wanting at this time.

THE PROGRESS OF THE AMERICAN COLLEGE IN TWO DECADES

I

IN INTELLECTUAL ACHIEVEMENT

FRANK AYDELOTTE

PRESIDENT OF SWARTHMORE COLLEGE

IN discussing the intellectual progress of American colleges during the twenty-one years since this Association was organized in 1914, I shall deal primarily with the liberal arts course leading to the Bachelor's degree. That is the province of this Association and the primary responsibility of the colleges which compose it.

Since the Class of 1914 graduated from college this country and the world have passed through three great revolutionary experiences—the War, the boom, and the depression, each unprecedented in scale and each noteworthy in its effects upon men's ways of thought. In science and the applications of science, in economics and politics, in law and international relations, in social life and manners, in music, in the graphic and plastic arts, in conceptions of religion and morality, the ideas and behavior of civilized men and women have during this period undergone great changes, whether for better or for worse. We are all conscious more or less of these changes but probably no one living can estimate their full significance. I must take them for granted and confine myself to the discussion of a few ways in which they have influenced American undergraduate education.

One effect of the War was to increase the enrolment of colleges and universities throughout the country. Apparently this was due to the operation of the draft which brought together men of every class from every city, village, hamlet, and countryside in the United States. In this mixture of young men of every conceivable type of training, evidently those who had had a college education possessed elements of superiority which were visible to those who had not, whether it was because the college men were preferred as officers, whether it was because they were quicker in learning the technique of modern warfare, or whatever it may have been. The result in any case was to create a

widespread desire for higher education which resulted in the extraordinary increase in the number of college students in the early years of the last decade. The effect of this increase was, of course, on the law of averages, to lower the standard of ability of our college students. There has not been in my judgment a corresponding lowering of the quality of the work done, for the reason that college and university faculties, alarmed by the danger, immediately took measures to prevent it. A part of the improvement which has been made in academic work in the last fifteen years has been due to this threat.

The unexampled prosperity of the later years of the last decade enabled our stronger colleges and universities to add millions of dollars to their endowments; professors' salaries were raised, libraries and laboratory equipment were improved and the conditions of academic life were made such as to attract stronger men into the field of college teaching. Our college and university faculties were strengthened at just the time when improvement was needed. This improvement was not equally distributed and it was unhappily cut short by the depression before it had reached its full effect. Nevertheless, it went on long enough to make the academic profession stronger, better paid, and more attractive than it had been in the early years of the century.

The long continued depression has, of course, had a devastating effect upon the financial position of many colleges and universities. Some are probably worse off than they were before the boom, but the net result of the boom and the depression has been to leave many better off financially than they were before. But probably the most remarkable effect of the depression has been the improvement which it has brought about in the attitude of the undergraduates. Students now in college know that they will be facing difficult problems in the years immediately to come. They realize that they need the best possible preparation for the battle which they will have to fight and they are taking their academic work more seriously than ever before. They are questioning, in an active and critical way, the value of the side-shows of academic life—extra-curricular activities, commercialized athletics, and the vast number of expensive and time-consuming undergraduate organizations. There is apparently a

much keener interest in public questions, in political and economic problems, and my own experience is that our students of the present day show more initiative and independence and look at life and the world with more sanity and sense of proportion than any college generation I have ever known.

There has been for two or three decades a growing discontent, on the part of our American college professors and administrative officers, with our academic machinery, especially with the system of courses and credit hours by which a student's qualifications for the A.B. degree are measured by the accumulation of points in the registrar's office. The defect of this system is that it affords no comprehensive test of the student's intellectual power and grasp of his subjects, but rather measures his qualifications in a large number of separate and even unrelated tests and examinations in which it is inevitable that a good memory counts for more than such qualities as initiative and reasoning power, which have more real intellectual value. There has, furthermore, been discontent with our system of mass education, which treats students in large groups and makes impossible a proper consideration of individual problems and individual progress.

The last decade has brought forth an extraordinarily large and interesting series of experiments and improvements designed to do away with these and other defects in our academic system. Some of these experiments seem to me so important as to constitute nothing less than a revolution in our academic methods, destined to produce a permanent improvement in our college and university work.

Some form of tutorial work, whether called by that name or not, has, during the last decade, been widely adopted in our colleges and universities. This is a recognition of the fact that education must necessarily be an individual matter. College students need individual advice and stimulus. A student may gain more from one hour spent with a tutor alone, or in a small group, than from many hours of listening to lectures in a large class. Tutorial work has always been done more or less in our colleges and universities, but during the last ten years it has become much more common than ever before.

Another wholesome innovation is the system of comprehensive examinations designed not to test the student on the details of a single course but rather to give him a chance to show his grasp of a whole subject as it has been built up in his mind in separate courses and by individual work, through some large fraction of his college or university career. The method of examination in these tests must, of course, be different, must lay more emphasis on large topics, on grasp of the subject as a whole as versus memory for details.

In some respects the most spectacular of recent innovations is the division of Harvard and Yale into Houses or Colleges, somewhat on the plan of the English Universities of Oxford and Cambridge. This is another protest against the American plan of mass education. The aim is to provide in a large university the additional advantages which are present in a small college. It represents a plan of university organization new to the United States, not as yet widely adopted, but one which is being considered in other places as well, notably in the Claremont Colleges in California. In my opinion it represents a very great advance, and one which, if it could be applied generally to our large universities, would enormously increase their effectiveness in dealing with undergraduate students.

Another innovation, in my opinion the most important of all, is the system, now being widely adopted, of breaking the academic lockstep, and of providing opportunity for the more ambitious students to go their own gait without being held back to the pace maintained by those who are not so interested in intellectual matters. This plan, usually known as honors work, has been adopted in one form or another during the last decade by most of the stronger colleges and universities in the United States. It is by this means, more than any other, that colleges have been able to keep up academic standards in spite of the large increase in numbers. If all our students are put through the same mill, if the standard is one which is not too severe for the average, it is inevitable that those who are most ambitious will not be required to work as hard and will not have the opportunity to progress as rapidly as they should. By separating students into different groups, according to their ability and ambition, college faculties can do their best for all and can raise

very materially the standard for the most ambitious without making the college course impossible for those who are content with more modest attainments.

It is interesting to note that some of the most significant improvements in our colleges and universities are the result of imitation of the practice of the English universities, especially Oxford and Cambridge. This is particularly true of the House plan at Harvard and Yale, the widespread use of the tutorial system, and the distinction between pass and honors work. England has had a longer experience than any country in the world in dealing with the problem of undergraduate education—that curious compound of secondary school and university work which exists nowhere in the world outside the English-speaking countries—and it is not surprising that we should find her experience of value. In universities of the continental type there are no undergraduates and there is no responsibility for giving what we conceive of as a liberal education; that is the province of the gymnasium, or lycée, or colegio. Cardinal Newman's *Idea of a University* could have been written only in an English-speaking country.

This imitation of English example is, of course, connected with the Rhodes Scholarships. We were in this country curiously ignorant of the English universities before the first American Rhodes Scholars went to Oxford in 1904. There are now about 900 ex-Rhodes Scholars living in the United States and over 300 of these are engaged in education. They have risen to full professorships and administrative positions on the staffs of practically all the stronger American colleges and universities, and it was inevitable that they should seek to import into our education the best of what they learned at Oxford.

A Rhodes Scholarship is a particularly challenging experience. The organization and methods of the University of Oxford are so different from those in vogue in the United States, or at least from those which were in vogue fifteen or twenty years ago, that the wide-awake Rhodes Scholar is driven to think through again, one by one, the different articles of his educational creed and the assumptions on which they are based. The result is that he looks at problems of education and scholarship after he returns with new eyes, and it would be surprising if he

did not find some features of English education which he covets for our own.

These adaptations of English practice to American conditions have been anything but slavish imitations. They represent a body of creative thinking about the problems of education for which our country will be permanently the richer. Nor have the ideas which I have mentioned been always imported by Rhodes Scholars. The eyes of many other men have been turned toward England during the last thirty years, but whoever may in the first place introduce a particular idea from England, ex-Rhodes Scholars will usually be found administering the new plans and doing so with a clear understanding of their nature and significance.

The changes to which I have alluded may fairly be taken as indications of progress. But they do not complete the story of these intense twenty-one years; there have been many other changes which I, for one, consider not progress but retrogression, and which temper with anxiety any feeling of satisfaction which we may allow ourselves on account of the ground we have gained.

I am not here concerned about the many wild experiments in higher education which we see or read about on every hand. One result of the deep and healthy discontent with our methods and results has been a crop of experiments of every conceivable variety. Some have failed already and many others are clearly doomed to failure, but perhaps even these failures will have lessons to teach us as to what not to do. Experimentation is healthy and not to be deplored, even when a given project may seem ill-advised.

I am more concerned about the craze for publicity which has increased so greatly during the last twenty years and which I suspect plays a larger part than most people realize in motivating some of these experiments and which tends to cheapen and vulgarize our whole conception of education. The processes of education are essentially aristocratic in the sense that they cannot be correctly apprehended by untrained minds. The American newspaper measures its success by the size of its circulation and, with a few honorable exceptions, makes its appeal directly

to those of mediocre intelligence who are usually avid of sensation and impatient of intellectual or spiritual standards.

Our colleges and universities consider publicity desirable and consciously or unconsciously they come to consider those activities most important in which a wide circle of non-intelligent newspaper readers can most easily be interested. The result is such things as the grotesque exaggeration of the importance of competitive sports and extra-curricular activities, which are not bad in themselves but which are over-emphasized in comparison with the intellectual and spiritual values for the realization of which our colleges exist. These fundamental values can hardly be suitable material for the average newspaper. Our colleges will be better places for the instruction of the youth when they begin to cultivate an aristocratic reserve about their doings and begin to treat publicity as a necessary evil and not as a desirable end in itself.

But these and similar extravagances lie, after all, upon the surface and may in the long run safely be left to the native good sense and the humor of educated people. Concerning such excesses as we have in athletics and college activities the best of our undergraduates are already forming sound opinions and acting on them. Even the alumni are beginning to follow, in spite of the deep rooted objection to any change which constitutes at once their weakness and their charm. College presidents and professors will, after a while, catch up, and the worst of our follies will pass out of practice into legend, where they will do no harm.

A more serious danger than all these hindrances to the preservation of a sound sense of values, is the tendency to weaken our hold on the idea of a liberal education for which the colleges of this Association are supposed to stand. The undergraduate liberal course is, as I have said, a distinctly Anglo-Saxon conception. In its nature it is about half of secondary school character and about half university work. It makes the transition from adolescence to maturity. Its aim is not primarily vocational nor scientific; it is rather that intellectual discipline which will be of value in any calling and that culture which will make the individual a worthy member of the great society of educated men. The four-year liberal arts course, falling between the sec-

ondary school and the period of postgraduate or professional study, or apprenticeship in business and practical life, is not the only means to this end. Other countries produce gentlemen and scholars without it. It may possibly not be the best means. I believe in it, but I have no time to argue that point. What I am concerned to say is that the conception of liberal training for the sake of which our colleges exist is showing signs of breaking down, of being lost, partly through the action of the colleges themselves. I feel bound to say further that if this trend continues, if we abandon our idea of liberal education, it will only be a matter of time until we abandon our liberal colleges. Their days will be numbered whenever they cease to believe in what they are doing.

This ideal of liberal education is in danger in the first place because too often it is not realized. Too many of our graduates are not educated, and too much of such training as they have received is not liberal. Liberal knowledge, says Cardinal Newman, is a habit of mind.

When I speak of Knowledge, I mean something intellectual, something which grasps what it perceives through the senses; something which takes a view of things; which sees more than the senses convey; which reasons upon what it sees, and while it sees; which invests it with an idea. It expresses itself, not in a mere enunciation, but by an enthymeme: it is of the nature of science from the first, and in this consists its dignity. The principle of real dignity in Knowledge, its worth, its desirableness, considered irrespectively of its results, is this germ within it of a scientific or a philosophical process. This is how it comes to be an end in itself; this is why it admits of being called Liberal. Not to know the relative disposition of things is the state of slaves or children; to have mapped out the Universe is the boast, or at least the ambition, of Philosophy.

Moreover, such knowledge is not a mere extrinsic or accidental advantage, which is ours to-day and another's to-morrow, which may be got up from a book, and easily forgotten again, which we can command or communicate at our pleasure, which we can borrow for the occasion, carry about in our hand, and take into the market; it is an acquired illumination, it is a habit, a personal possession, and an inward endowment.

This is a qualitative, not a quantitative, ideal. Unconsciously, through the operation of our course-and-hour system, by which

a student accumulates credits toward his degree, we have come to think of education in quantitative terms, and in so far as we do so, we lose its essence. Changes which are now being made tend, as I have pointed out, to alter our way of thinking in this respect, and it is precisely for this reason that I consider it so vitally important for these changes to prevail. But altering machinery is not enough. To justify the ideal of a liberal education which we profess, we must reach a higher standard of thoroughness and culture than is the rule at present. We may succeed, but he would be a bold person who took our success for granted.

Our usual liberal arts course comprises far too many subjects. We give our students smatterings of knowledge and hope the result will be breadth. A certain resolute ignorance of many subjects is a necessary condition to knowledge of any one. I would not blunt intellectual curiosity; indeed, I think the best way to keep it alive is to insist that the student learn one thing at a time, and that thoroughly and reflectively, leaving it to him to spend the rest of his life in adding to his knowledge as widely as he will. Loading the mind with smatterings of many subjects, on the other hand, is precisely the way to kill intellectual interests and to produce unreading and unthinking graduates of whom we have too many.

Finally, and most important, the conception of liberal education in this country has suffered because our colleges have devoted themselves too much to preparing their students for teaching, business, library work, journalism, diplomacy, and many other occupations, setting up a utilitarian rather than a liberal ideal, without any clear realization on the part of either students or teachers of the shift from the one aim to the other. This intermingling of utilitarian and liberal aims in the colleges which compose this Association has increased to an extraordinary degree in the last twenty-one years. If we cannot afford liberal education, or if it is not what our young people need, we should not pretend to offer it. Wide-spread liberal culture is a luxury to which no nation, except our own, has ever been wealthy enough to aspire, and it may well be that our reach too far exceeds our grasp. I do not believe it, but again I shall not argue the question. Certainly useful knowledge is no sin, but intellec-

tual confusion is, and its punishment is certain. If we give our students courses in education or journalism and label them liberal knowledge, the liberal ideal will thus decay and the liberal college will sooner or later follow it into decline.

No one can survey the intellectual achievements of the colleges of this Association since 1914 without a solemn sense of the responsibilities which rest upon the faculties which compose them. One can see conflicting tendencies, making on the one hand for an improvement so great as to promise a new and golden era in our education, and on the other hand threatening, by shallowness, pretense, and confusion, the extinction of those intellectual and spiritual values which our colleges were created to realize. No one can tell what the result will be, but our duty is clear—it is to consult together, to clarify our aims, to fortify our courage and to advance, at whatever expense of popularity or numbers, those methods and ideals which promise to give us a higher education worthy of the period of maturity upon which this Association is now entering and worthy of the maturity of American culture.

No subject is really mastered until the student has made it his own; until, instead of repeating what he has been told, he has worked over in his own mind so much that it does not seem to him a thing he has been taught, but a thing he has learned and can use as his own possession. All higher education in its best form is, indeed, self-education under guidance.

The main object of a college education is to lay a broad foundation for thought in the whole of the student's later life; and although his studies may have a more or less vocational trend, yet, save for those who intend to teach the subjects they are learning, the connection between the basic matters taught and their use in practice is by no means so clear as in a professional school. The connection is, in fact, remote and the true aim is not to make the undergraduate perceive a direct relation to practical affairs which may not exist, but to stimulate a zeal for achievement that will confer greater intellectual and moral power.—*A. Lawrence Lowell.*

II

IN ARTISTIC APPRECIATION

FREDERICK C. FERRY

PRESIDENT OF HAMILTON COLLEGE

HENRY DUNSTER, who became the first president of Harvard College in 1640, was a graduate of Cambridge University. The Harvard catalogue was probably following the best baccalaureate traditions of the England of that period when it announced its first entire curriculum in the single sentence: "The first year shall teach Rhetoric, second and third years Dialectics, and the fourth shall add Philosophy."

Music, art, and architecture had no place there. Life under pioneering conditions was hard. The cutting of the forests and the cultivation of the soil left little time or energy for those gentler interests whose chief fruits are culture and refinement and delight. Such things must wait for easier days. Moreover, the Puritan conscience, while not preventing wrongdoing, did rob that wrongdoing of any pleasure natural to it. To seek enjoyment in the contemplation of beauty for itself in any of its forms was to commit moral offense. It was not strange that no instruction in art was offered at Harvard for 233 years. Then a venturesome young college president persuaded Charles Eliot Norton to become the first professor of the history of art and to teach that subject to Harvard undergraduates. Never before in any English-speaking country had culture in the fine arts been counted an essential or even an appropriate element in education. The colleges of liberal arts had persistently ignored the arts. It was counted a radical and questionable contribution to the teaching of Harvard which Norton made. His ambition to inspire American youth with love of "the things that make life beautiful and generous" marked a long step from stern Puritanism.

It is true that college officers here and there had announced their faith in the refining influence of the arts and their fitness for college classrooms. In the Commencement address of 1770 at Yale College, poetry, "masterly works of genius," and music were characterized as "the delights which humanize the soul and

polish away the rugged ferocity of manners which is natural to the uncultivated nations of the world." But it was another hundred years before a professor of art was appointed at Yale.

Professor Huxley, in his inaugural address as lord rector of Aberdeen, argued for the development of the aesthetic faculty to provide "a perennial spring of ennobling pleasures"; and added: "I should like to see a professor of fine arts in every university, and instruction in some branch of the work made a part of the arts curriculum." Yet it was many decades before his wish was realized in any British university.

Fifty years ago a professor of Greek might give a few lectures on Greek art and a professor of Latin on Roman art; but at the beginning of the present century only one college in ten offered work in the fine arts. Twenty years ago one-third of the more representative liberal arts colleges gave instruction regularly in art and one-half offered courses in music. These courses were elective and the numbers of men enrolled in them were ordinarily very small, particularly in the coeducational institutions. A young man who cared to devote time to excursions into fields of so gentle refinement laid himself open to suspicion of lack of proper masculine strength and virility. Lectures, illustrated with an abundance of lantern slides, formed the basis of the instruction in art, and the darkened room invited slumber. "It is a great course," said an undergraduate, "you go to sleep looking at one of Raphael's madonnas, and you wake up looking at Botticelli's 'Spring.'" Professor Norton's lectures depended on no lantern slides; their content included the civilization of the world; to brush the hair and don a necktie was said to constitute sufficient preparation for the final examination; and failures were very rare. But those who had the good fortune to hear him remember his courses with a degree of gratitude given to few college teachers. It was fortunate for the fine arts that he was their first professor.

About twenty years ago there came a great increase in the teaching of art and music in the liberal arts colleges. The Great War, which is made responsible for so many other things, is made to share in this. It was demonstrated, in that time of crisis, that group singing developed unanimity of feeling and stimulated the sense of brotherhood among the masses of civilians

and soldiers alike. The War caused the study of the scientific application of color to the purposes of camouflage, a relatively new field of art. The artist became more important among his fellows when it was found that the posters which he drew and colored did much to fill the coffers of the treasury. Drawing and design came to be recognized and respected in the world of business as never before. Interest in music was bound to increase when the radio came to advertise coffee, automobiles, cigarettes, cereals, and watches in millions of homes to the accompaniment of very appealing melody. Whatever other causes there may have been, it is evident that the last score of years have seen an immense growth in the prestige of music and art in both academic and non-academic circles.

The National Bureau for the Advancement of Music published in 1930 a report of its investigation of 594 colleges and universities. It found that three-quarters of these institutions accept music as an admission subject in amounts varying from one-half unit to even as many as seven units; and that a like number offer courses in music, which are credited, in almost every instance, toward the Bachelor's degree. In some colleges as much as 40 per cent of all the work necessary for the A.B. degree may be done in music. While, if the degree sought is Bachelor of Music, the candidate in the average institution will fill half his schedule with music and in certain colleges may fill it entirely with courses in that subject. So firmly has music established itself already in the curriculum of the liberal arts college.

Twenty years ago one-third of the colleges gave courses in art. Last year that fraction had grown to about 86 per cent. Six colleges from every seven now offer such instruction. The average number of semester hours in art given in a representative group of 119 liberal arts colleges is 32. The average for ten of the larger women's colleges is 55 semester hours. The maximum offering in art in any university is 111; five universities and two colleges offer as many as 100 semester hours.

The statistics given for music in 1930 and for art in 1933-34 would need revision for 1934-35. The period of growth for those subjects in the colleges seems not yet at an end. Whether they are entitled to a place in the curriculum may have been a pertinent question twenty years ago. It is not a pertinent question today. To them the right of domicile has now been granted.

It is to be noticed that these subjects are no longer counted effeminate and fit for the study of girls only. The time has already come when the captain of the football team may, and sometimes does, take a course in the appreciation of art or of music without any shame at all. It is no longer regarded odd on the campus to be interested in a subject which the ignorant were formerly wont to taboo.

Another one of the arts which has received much attention from this Association is architecture. Under the auspices of this organization, with financial aid from the Carnegie Corporation, that attractive volume, *College Architecture in America*, was published in 1929. In it one reads: "There is no art in which this country has made more rapid strides than architecture, and our institutions of learning should embody this national progress, especially since it so effectively ministers to all other arts as well as to science and to daily life." We were reminded by a distinguished architect at a convention of more than a dozen years ago that the outstanding contribution of America to architectural design was the base-burner coal stove—an object hideous in every respect. The opposite extreme in architectural taste and regard for loveliness which our ancestors handed down to us is to be found in certain New England villages, where the Yankee carpenters, in copying from English books their plans for dwellings, copied the very best. This Association has expended much effort in its attempt to assist the colleges in the improvement of the campus through better architecture. This it has undertaken to do, not only through the circulation of the volume mentioned above, but also by making available in its office photographs and plans of particularly well-designed college and university buildings. Through the counsel of renowned architects freely given to the Association, influence has been exerted to persuade colleges to adopt, or, in many cases, to return to indigenous architectural standards of high order. While there has been no such widespread introduction of courses in architecture as in others of the fine arts, the liberal arts colleges do show evidence of a more refined taste in the development of the campus. Individual beauty of style and adaptation to their setting and their purpose are no longer commonly ignored in the construction of college buildings.

The part which the Carnegie Corporation has played in contributing to the equipment of the colleges for the giving of instruction in art is of great moment. Its report on *The Place of the Arts in American Life*, issued in 1924, marked the first step in its recent program. Since that time it has expended several millions of dollars in its art activities. To many of the colleges it has given valuable sets of "Arts Teaching Equipment"; it has contributed generously to the support of the College Art Association and to the cost of its report on *Research in the Fine Arts* now fresh from the press; and—more important still—it has provided many fellowships for the preparation of teachers of art to meet the greatly increased demand of the colleges. The Corporation is at present financing a thorough study of art education and in many other ways is doing much to cultivate an appreciation of that subject among the American people at large.

Toward music in the colleges the Carnegie Corporation has shown like generosity. It has included among its benefactions the distribution of many sets of "Music Study Material" to colleges sadly in need of such equipment. It is now bearing the expense of conducting an extensive study of college music under the general charge of this Association. The results of this work will appear presently in a volume which is bound to be of much interest to college folk.

The aims of the teaching of art differ as widely as the personalities and philosophies of those who give courses in it. "I conceive art," says Ralph Adams Cram, "to be not an applied science, or a branch of industrial training, or yet an extreme refinement of culture study, but simply an indispensable means toward the achievement of that which is the end and object of education,—namely, the building of character." A similar feeling for his subject seems to have been in the mind of Charles Eliot Norton when he would conclude his final lecture to his class with the sentence: "The last and best thing I can say to each one of you is to be a good man." To achieve this high purpose, rare teachers are necessary.

The courses most widely given in this field are entitled "history of art" and "appreciation of art." It is not difficult, with the ubiquitous lantern slides, to teach a class to recognize a famous painting, to learn the name and time of the artist; the

pupil may come to know something of the artist's character and of the civilization in which he lived, he may even gain some notion of why and perhaps how the picture was made, and still be far from an *appreciation* of it. Appreciation involves feeling. Many of those who should know count it debatable whether it can be *taught* at all, as languages and sciences are taught, but believe that it can be *caught* from the exceptional teacher who himself feels the wonder and the beauty of the painting. Such a teacher must be not only an artist, but to some extent, at least, a poet, a historian, and a philosopher. To find the man for the department of art may be much harder than to get a museum of original paintings.

Whether it is necessary, for the gaining of a proper appreciation of painting, to familiarize one's self with the use of the brush; whether the illustrative material used in teaching appreciation may be chiefly copies and reproductions or must be mainly originals; whether the end in the college courses should be purely cultural, or to such extent professional and technical that it may contribute to the practical activities of life; whether the colleges should attempt in any case to develop artists rather than appreciators of art; such are some of the questions that await a final answer at the hands of those who are competent. Probably the answers will vary widely in accordance with the differences in the men who teach the subject in the colleges.

The problems which arise in the teaching of the appreciation of music seem to be very like those encountered in the teaching of the appreciation of art. One may learn countless facts *about* a musical composition and its author without gaining any feeling whatever for the beauty and the peculiar charm of the work presented. Here again the teacher and not the textbook or the phonograph is the important thing. He might teach without his tools; but no amount of equipment could accomplish much without his personal contribution.

There is general agreement that the history, the theory, and the appreciation of music are all worthy subjects for inclusion in the curriculum of a liberal arts college, and that "credit" may properly be given for work in them. To this usage more than 500 American colleges and universities subscribe. Disagreement comes when it is proposed that playing and singing should like-

wise receive credit toward graduation. Whether it is proper to allow credit toward the A.B. degree for a course including little more than listening to the music written by Bach and Beethoven and to lectures on their lives and works, and to refuse credit for acquiring familiarity with their great compositions through playing them is a live question. It is easy to agree that college credit should not be given for the glee club's untutored rendering of "The Bulldog on the Bank," but not so clear that a college choir's carefully-instructed course of training in the singing of the compositions of Palestrina and Haydn should not be credited. Is the playing of the piano a mere matter of dexterity comparable with the use of a typewriter, or is it an exercise involving moral and intellectual effort of high order and a degree of concentration hardly approached elsewhere? So extreme are the points of view held by members of college faculties. Meanwhile, more than two-thirds of the 594 colleges give admission credit for applied music, and more than one-third allow college credit for singing or playing or both. Probably applied music will gain still further recognition in the field of college credits. At present the tide seems to be flowing in that direction.

None can be blind to the fact that the fine arts generally, and music in particular, have in the last twenty years made much headway as a factor in the life of the American people. That the colleges should share in this movement and contribute to it is as it should be. In all times, and particularly in periods when stress and strain attend the conditions of ordinary living, there is great need of the refreshment and relief which the fine arts provide. For they wear "a smile upon their faces"; they "offer pleasure as their guerdon; they are crowned with beauty, and delight is their apparel."

III

IN SOCIAL INSIGHT

EDWIN MIMS

PROFESSOR OF ENGLISH LITERATURE, VANDERBILT UNIVERSITY

I

YOU will all agree with me that the development of the social sciences in American colleges and universities during the past quarter of a century has certainly been one of the outstanding features of educational progress. It is a chapter in the history of education that will assume large proportions for the historian of the future. I have recently read with great interest and admiration Howard Odum's symposium, *Masters of Social Science*, in which is sketched in broad outline the pioneer work of Burgess, Giddings, Dunning, and Ward at Columbia, Herbert Adams at Johns Hopkins, Small at Chicago, Turner at Wisconsin, and others. These men—most of them fresh from Germany where they had studied under men who were the glory of German universities in the golden age of learning, now unhappily dimmed in the reactionary policies of a dictator—laid the foundations for teaching and research in the largest centers of learning. Gradually their work has multiplied until in practically all our colleges and universities there is recognition of the great importance of social studies. Fighting at first for a place in the sun, the advocates and practitioners of the social sciences have come to occupy a strategic position in all our institutions and in the life and thought of the nation.

I do not think it necessary to indulge in statistics to show the increase in the number of men who are now teaching and doing research work in social science divisions, nor the tendency among students to specialize in social sciences rather than in the natural sciences or in the humanities. I take for granted that you know of the great increase in the resources, library equipment, and laboratories, of various departments, and the more recent efforts of these departments to become more vitally related to the social welfare programs of city, state, and nation.

It is more profitable for us to consider some of the larger results of this general tendency in education. Every depart-

ment that is now included in the division of social sciences has its associations, its scholarly journals, its research councils. There has been a notable effort in recent years to correlate and coordinate all these separate efforts and plans. The Social Science Research Council parallels the National Research Council in the field of the natural sciences. The monumental *Encyclopedia of Social Sciences* under the editorship of Alvin Johnson, financed by the great foundations and contributed to by the leading scholars of the world, suggests a parallel to the Encyclopedist movement in France before the French Revolution.

The Commission on Social Trends, appointed by President Hoover and making its report just at the end of his administration, will remain for a long time an example of cooperative effort, sound scholarship, and the willingness to find and state facts with regard to the whole social situation in America. I venture to say that no one has written or thought about economics, social welfare, education, natural resources, population, rural and urban life, racial and ethnic groups, the family, the activities of women outside the home, childhood, recreation, religion, health, crime and punishment, and government, without consulting one or more chapters of this almost overwhelming contribution to the understanding of contemporary life and problems. One is impressed with the modesty, the patience, and the steadfast search for truth in all these chapters. No better idea can be formed of the general method and point of view than the concluding chapter by Professor Merriam of the University of Chicago on "Government"—in fact, a climactic conclusion of the whole discussion. I quote:

We cannot ignore the interpenetration of the large social and economic units with the more specifically political agencies. The whole delicate structure of modern industry is increasingly intertwined with governmental functions . . . the inevitable consequence of the closer integration of social and political life. . . . How shall we blend the skill of government, industrial and financial management, agriculture, labor, and science in a new synthesis of authority, uniting power and responsibility, with a vivid appeal to the vital interest of the day, able to deal effectively with the revolutionary development of our social, economic, and scientific life, yet without stifling liberty, justice, and progress? And how shall we make use of such a government in the

interpretation and application of the new social ideals and attitudes which are on the way toward the transformation of our civilization into something we can now only dimly discern?

I can give no better idea of the plans and ideals of social scientists than to call your attention to the *Charter of the Social Sciences*, written by Charles A. Beard as a report of the Committee on Social Studies appointed by the American Historical Association. A committee of distinguished scholars worked together for several years trying to open up for teachers and thoughtful men and women "the prospect of an educational approach to an understanding of the world today and of the forces with which youth must reckon when it attempts to shape the world of tomorrow." They felt the need of "a wise readjustment in our thinking and our educational program to a world that has become mechanized and interlocked in its social, economic, political, and cultural interests." To Dr. Beard was given the task of gathering from the accumulated mass of written and oral material "all the essential contributions and weaving them together into a coherent whole." The result is found in the volume to which I have referred, characterized by modesty, moderation, balance, and yet withal a glowing conviction of the great importance of social studies in the education of today.

It is little wonder that the achievements of social scientists in teaching and in research have not only tended to make colleges and universities—faculties and students—more vitally conscious of the problems of contemporary life, but they have impressed the nation at large with the necessity of commanding expert knowledge in the more and more complicated problems of national life. Americans have long cherished the idea that the only hope for democracy is in the universal education of its citizens; they have slowly come to the idea that the knowledge and technique of expert men must more and more be utilized by governmental agencies in the solution of municipal, state, and national problems. Great business leaders have long seen the value of trained scientists and have set up laboratories that have played an important part in the business life of our age. Schools of business administration within our institutions of learning have had their counterparts in groups of expert men working in

banks and factories. Is it not equally evident that, as governmental problems become more and more intertwined with industrial and financial and social problems, there will be increasing need of men who have the knowledge and the technique of research and even administration?

President Wilson, himself a profound student of political science and history, took with him to Paris a large company of representative scholars from the leading institutions of this country—men who carried with them knowledge of every intricate detail of European geography, history, economics, and government. President Hoover, a man with many of the qualities that make for patient and untiring research and study, used many university men upon the various commissions which he appointed, notably the Commission on Social Trends, to which reference has already been made.

But it was left to President Roosevelt, a man who specialized in political science and government under President A. Lawrence Lowell at Harvard, who became early impressed by William James's great essay on the "Moral Equivalent of War," and who in the shadow of a great personal affliction turned more and more to the study of important books on economics and sociology—it was reserved for him, I say, to inaugurate a new era in the political life of America by bringing to his aid and counsel representatives—scores and hundreds of them—of all the important institutions of America. Whatever else may be said of him, his policies have contributed to our language a new phrase—"the Brain Trust"—and to the art of government a new technique and a new mind. Of course, some of us who have not shared in this exalted privilege are quite confident that he has not always been wise in the selection of his advisers, and it is also true that if and when the reaction comes against the present administration, even the politicians who have been loudest in their support of the President will be the first to unite in the general disapproval of the experts and dreamers who have been called to such positions of power and influence. But the fact remains that the most astute and magnetic political leader of modern times has consciously and deliberately drafted for the service of the government men who in classrooms, in libraries, in laboratories, have taken part in the educational program of which Dr. Beard has given so illuminating an interpretation.

Some of the outstanding features of this strange phenomenon in American political life are revealed in an arresting and sympathetic volume of the *New Dealers* by an "unofficial observer" of events in Washington. I quote without comment and somewhat freely, some passages that suggest better than anything I can say the intimate relations between the present Administration and university professors:

If the non-existent American college of heralds were to devise a coat of arms for the New Deal, the crest would necessarily include a Phi Beta Kappa key and a five-pointed star. Notwithstanding the cheap gibes at the 'professoriat' and the ugly undercurrent of resentment at the number of Jews in high office under Roosevelt, it is a fact that the Administration's tenacity, ingenuity, and boldness depend to a great extent on four men who have nothing whatsoever to do with administration itself, two of whom happen to be Jews and two professors. They are the privy councillors—scene designers, assistant stage managers, and prompters for the New Deal show. They are co-directors with Roosevelt of the production that is being offered under his name . . . a dynamic contribution to the art of American Government.

Felix Franfurter dominates the infant industry of legal liberalism, and has supplied the Administration with seventy-five or eighty attorneys of the various departments and commissions—key-posts throughout the Administration. There are none in the Department of Justice. Jim Farley got there first.

The authorities on monetary questions are Warren of Cornell and Rogers of Yale—Roosevelt's weapons in cutting the talons of our financial bird of prey. They have furnished the most complete set of statistics that has been assembled through the study of the American monetary problem.

Tugwell of Columbia is not only the Beau Brummel of the Administration, but its principal economic philosopher and the chief target of all the foes of change. . . . If the New Deal succeeds he will go down in history, along with Roosevelt and a corporal's guard of the other guiding minds of the Administration, as the man who saved Capitalism. If the New Deal fails, he will be written off as a poor, deluded right-wing liberal who was foolish enough to suppose that the great social forces set in motion by the industrial revolu-

tion could express themselves in an orderly manner through the channels of democratic institutions. . . . His practicality has made an impression on the so-called practical men of the Administration, and Roper, Dern, Farley, and other moderates frequently call him in to supply them with a bit of education. . . . In fact, there is very little in the economic application of the Roosevelt program which he does not help to administer.

Berle is a ball of intellect and nervous energy. No man in the New Deal has a sharper mind or pen, and in the last eighteen months he has come to grips with the biggest financial problems of the day—the banking system, the railroads, New York City's transit problem and budget. . . . His contribution to the New Deal is intelligence, liberalism, and plenty of moral courage. . . . He is the only man alive who has been part of the Brain Trust for both a revolutionary national Administration and what may prove to be a revolutionary municipal administration in the world's second largest city.

When the President selected men to have charge of the Tennessee Valley Authority he took the President of Antioch College and the President of the University of Tennessee to work out a regional plan which includes power development, flood control, reforestation, and agriculture reform,—the biggest experiment in social reform that this country has ever seen. . . . To A. E. Morgan, the T. V. A. is Antioch College again on a big scale—an area four-fifths the size of England, with a population of two million.

Moley, connected at different times with Oberlin, Western Reserve, and Columbia as Professor of Government, or Public Law, is the literary obstetrician. Although he has recently passed out of the immediate White House picture, he has been constantly slipping in and out of the Capital, frequently without informing his oldest friends in Washington. He has had a hand in writing several of the President's speeches for, better than anyone else in the world, he knows Roosevelt's style and speaking cadence and how to make the most of them. He can take one of Roosevelt's written rough drafts and, with a few editorial alterations, give it the characteristic Roosevelt touch, and he can write a piece which Roosevelt can deliver as naturally as though he had written every word of it.

II

Perhaps I am in a position to treat somewhat objectively and critically the development of the social sciences which I have out-

lined, I trust, in the most sympathetic manner. I wish now to suggest certain questions and to express certain doubts about some aspects of the movement.

1. Do the advocates of the social sciences claim too much and expect too much? Some of them could never be accused of having an inferiority complex. Beard is modest enough, but when Professor Counts of Teachers College, Columbia, writes a stirring pamphlet entitled "Dare the Schools Create a New Social Order?" and follows it up with "A Call to the Teachers of the Nation" to begin the crusade, I cannot but wonder if he knows anything of the work and personality of a Rousseau or a Shelley. Listen to his glowing words: "The school must shape attitudes, develop tastes, and even impose ideas." Teachers must be moved by a great faith and touched by a great passion. The politicians have failed, industrial leaders have failed; the teachers of America must now seek power and impart it. They have within their hands the power "to usher in an age of plenty, to make secure the lives of all, and to banish poverty forever from the land." The days of capitalism are numbered; "it will have to be displaced altogether or changed so radically in form and spirit that its identity will be completely lost." We shall have a planned, coordinated, and socialized economy, managed in the interests of the people—"We shall have it even with violence if necessary." To conservatism teachers must oppose radicalism; to individualism, collectivism. Rising upon the wings of prophecy, and with all the flaming ardor of a prophet, Counts calls upon them to be martyrs—"to accept responsibility, to suffer calumny, to surrender security, to risk both reputation and fortune." When I have read such dithyrambic words, I cannot but think of Emerson's suggestion, that when men came out of the Abolition caucus or Transcendental club, Nature seemed to say, "So hot, my little Sir?"

2. Is there an undue emphasis in the present educational plans of social scientists on the study of contemporary life and thought? When Professor Judd of Chicago says that the chief problem of education is that of "reorganizing the curriculum of all schools so that the chief contribution of these curriculums (*sic*) will be a fuller understanding of society and its institutions;" when Professor Barnes, Supervisor of Social Studies in Detroit, says that

it is generally conceded today that the emphasis of education should be a study of contemporary life which should include "the understanding of the social, economic, and political phases of human life today"; and when Professor Counts says that an education that "does not strive to promote the fullest and most thorough understanding of the world today is not worthy the name,"—well, I wonder if these men have in mind either the teachers or the students of America.

I wonder for how many Professor Harry Elmer Barnes, until recently of Smith College, is speaking in his book entitled *Living in the Twentieth Century*. Compared with the moderate words of Dr. Beard, his pronouncements sound like the ravings of an unbalanced mind.

I am reminded of the words of one of the leading "educationists," who solemnly instructed a group of English teachers in New York to cease teaching the classics of English literature and to confine their attention to contemporary periodicals and best-sellers, suggesting to them that books of poems and plays written more than fifty years ago are no more valuable than the antiques found in some basement store in the slums of a city. Far more men than we realize are proclaiming just this sort of rot.

3. Even if we agree to the idea that the making of a new social order is possible for the teachers of today and that the study of our own age is the fundamental objective in education, we find such disagreement among the experts and specialists that we are bewildered both as to facts and as to interpretations thereof. The report of the Brookings Institution on America's capacity to produce is in striking contrast with that of the National Survey of Potential Product Capacity, financed by the Federal Government and prepared by sixty technicians over a seven months' period. Such difference of opinion is inevitable and is healthy, but it clearly militates against a school or university system undertaking to inaugurate a new social order or to give a definite interpretation of contemporary events.

4. I understand quite well the great emphasis upon research in the social sciences as well as in other branches of human learning, but, talking among ourselves and not for the outside public, are we not inclined sometimes to exclaim, "O research, what

crimes are committed in thy name!"? Are we not overwhelmed with questionnaires and surveys of every conceivable description? No one has better stated the futility of some kinds of research than John W. Burgess, certainly one of the masters of the social sciences. He expressed a fear of the social sciences becoming pseudo-sciences as the result of "a zest for easy inexactness in thought and expression—a bent for gathering multiplicity of detail and the absence of a zeal for coherent organization and logical formulation." "Quantitatively," he says, "their output may be impressive; qualitatively they are apt to exhibit the earmarks of a pseudo-science animated by mental and often sentimental emotionalism. The net result thus would be the fostering of a cult of generalities in loose and impulsive utterance, of an acreage of pages, of the unlimited expanse of speech."

5. Do we still need other subjects to balance the social sciences? Is there a danger that extreme specialization in research and in study may militate against standards and values that we associate with the idea of liberal education? The same point, of course, would have to be made if we were speaking of other departments of study. Certainly the social sciences need to be supplemented by the natural sciences which, on the whole, furnish the best scientific method and technique. They need to be supplemented by the humanities, and especially by English literature, because of their emphasis on imagination, insight, and expression. Religion ought not to be entirely ignored in any conception of social evolution, and philosophy might still be the queen of the sciences if we gave it its proper place in education. A well authenticated story is told of Justice Holmes, one of the wisest interpreters of the evolution of law and of society. When one of his colleagues of the Supreme Court sent him a box of books on economics and sociology, he looked at them, told his man to put them away for a future day, and then sat down by his study lamp to read Plato's *Republic*.

Nobody has better stated the limitations of the social sciences and the point to which I am now addressing my attention than Dr. Beard. As I began with him, so I end with him. In his recently published *The Open Door at Home*, he summarizes in the first two chapters the breakdown of systematic economics or "mechanistic economies," and adds that sociology "is sicklied

o'er with the pale cast of doubt, and is on its way into the muniment room of huge works which attempt to explain man, society, and social development—and fail, of necessity, owing to the very nature of things and the limitations of the human mind.” All scientific procedure is inclined “to rule out intangibles, imponderables, and immeasurableables.” He thus lays the basis for increasing attention in all scientific study, and especially in the study of social problems, for ethical and aesthetic values. I do not believe a more important passage on education has been written during the past decade than his conclusion of the whole matter: (*Italics mine*).

Deprived of the certainty which it was once believed science would ultimately deliver, and of the very hope that it can in the nature of things disclose certainty, human beings must now concede their own fallibility and accept the world as a place of trial and error, where *only those who dare to assume ethical and aesthetic responsibility, and to exercise intuitive judgment*, while seeking the widest possible command of realistic knowledge, can hope to divine the future and mould in some measure the shape of things to come. . . . This conception of the world in contemporary thought brings into a central place of consideration ethics and aesthetics, once discarded, or at least neglected by science and empiricism. No longer can they be regarded as irrelevant or incidental. . . . At its very center is *knowledge* of good and beautiful things and conduct which have been brought to realization, if only here and there and in fragmentary form; *around this knowledge the imagination of the artist and ethical thinker creates new goods and beauties which effort can bring into being.*

Those words may well be the conclusion of this discussion. They suggest clearly and strongly the importance of the social sciences, their limitations, and the positive need of ethical and aesthetic values. They point also clearly away from extreme vocational and professional training and towards that ideal of liberal education which has just been so strongly expressed by President Aydelotte.

IV

IN MORAL CONTROL

JAMES H. RYAN

RECTOR OF THE CATHOLIC UNIVERSITY OF AMERICA

TO the question: "What progress have the colleges made during the past twenty-five years from the standpoint of moral control?" I would answer: "None." In fact, in my opinion, they have retrograded, particularly in the period up to 1930. The reasons for this retrogression may be many. There is one principal cause, namely, the universities have refused to accept, as one of their primary duties, the responsibility of teaching men and women how to live. The progress made along scientific and intellectual lines has blinded the university to its higher duty, the interpretation and maintenance of spiritual concepts, the teaching of spiritual values. In some cases, a deliberate policy that excludes from the purview of university training all values other than the intellectual has made of many universities places in which moral ideals are not only not taught but where they are openly ignored. Despite the traditional concept of a university that it is a place where every element touching life, and particularly the things of the spirit, must be given due prominence, the policy during a quarter of a century has been to ignore, more or less completely, the whole realm of spiritual values.

But a change is taking place. The moral chaos about us has made men think, particularly educators. They see the dangers which we have barely escaped; they are convinced something must be done; there has been progress since 1930 not merely in recognizing the existence of the problem but also in a changed attitude toward it, and in a willingness to adopt, within the university, ways and means of providing moral education for the students committed to its care. The conference held in 1932 at New York University on "The Obligation of Universities to the Social Order" is proof, if such were needed, that university administrators have seen and understood the problem as far as it affects the university and spiritual values. At that meeting President Merriam stated that "the responsibility of the university

with reference to interpretation of spiritual concepts, or ideals, is seen as its greatest problem." Moreover, he touched the very heart of the solution of the question when he said: "It is a responsibility of the university to make certain that science as a method, with its results, is brought into its true relation to other phases of knowledge."

I do not mean to be understood as holding that over-emphasis on the teaching of science has been the sole cause of the universities shirking their responsibilities in the field of spiritual values. The general moral atmosphere was bad, and the universities were affected by it as much, if not more, than men and women living in the world. The agitation following the War, the breakdown of moral standards, lawlessness, money in plenty, indecent literature and movies—all these severely tested the college student, and the work of the college in trying to protect itself and its students from the contaminating influences of the post-War *milieu* in which we lived.

Now, if we agree, and many will, that it is one of the fundamental duties of a university to help students mold their moral lives, then it is very important for us, if one wishes to have a fair measure of success, to agree on what values are of moral significance, and in what manner they must be taught so that they may become acceptable to and operative in the lives of college graduates.

No fruitful results can be expected from our discussion if we are not agreed on what the terms 'moral,' 'morality,' 'moral standard' involve. Morality, in general, means or implies, as its lowest denominator, some form of altruism. From the standpoint of human nature, there are no so-called "natural" forces in life looking toward altruistic conduct with the exception of the altruistic elements contained in parental, and in pre-marital and marital love. Selfishness, not altruism, is at the basis of most conduct; selfishness, it is true, may be controlled and broken up, but the results are sporadic, negative, and quite limited. A consistent altruism requires living ideals which alone provide adequate and effective motivation for truly moral conduct.

In the building of a scheme of moral education, given moral ideals, that is to say, a philosophy of life, it is then necessary that they be known, and in detail, that they be admitted, that

they be accepted and lived. Knowledge lies at the basis of the moral life. This seems so elementary, yet it must be insisted on again and again. If I do not know of an ideal or of a code of conduct, I will not follow it. And this knowledge must not be of a vague general kind as, for example, that good must be done, evil avoided; that we must follow the Golden Rule, or fashion our conduct on the categorical imperative. Moral standards must be known in detail, and the broad principles underlying morality must be known and applied to concrete conditions of our complicated life situations. There is no need to illustrate this. All this means some system of casuistry (please understand the word in its better meaning) that will take broad, and sometimes vague principles of morality, and apply them to the every-day conditions in which we find ourselves. Otherwise the principles become mere rationalizations, and conduct itself will be ruled by feeling or egoistic interests, and not by the light of altruistic reason.

Man must not only know, he must admit as reasonable a given moral code. The reason for moral conduct will not be found in altruism, taken by itself. I know of no imperative which impels me to anything but egoism. But, given a philosophy of life, of whose truth and reasonableness I am convinced, then the code of conduct which it embodies can become truly effective in my life for it is based on rational convictions, and is not a matter of emotion or feeling. This is not to deny, of course, that emotion and feeling enter into moral judgments. What I want to say is that morality, at bottom, must be reasonable, if it is to be acceptable and to become a source of consistently moral human acts.

Finally, motivation is necessary to put a moral code into operation. Neither knowledge nor acceptance of a philosophy of life serve to put it into effect, if the motivating forces necessary to effect moral ideals are non-existent or are too weak. Such motivating forces are many; they exist, if our code of life is not a coldly formalistic philosophy, but a living, energizing set of ideals; they must be called into action to render effective the ideal which rationally we have accepted.

To summarize the points I have been trying to make: to obtain consistent altruistic behavior, something more than a manipula-

tion of the factors in misbehavior is required; known, admitted, and accepted concrete ideals are necessary, and these can come only from a philosophy of life to which we give whole hearted loyalty.

To return to the American university. During a half century it has conceived its function to be almost exclusively the training of the intellect; it has, therefore, abandoned largely the work of moral education and confines itself to personnel work which, it must be admitted, has been somewhat successful in checking egoistic conduct. But, in conceiving its task as a merely intellectual one, the whole realm of ideals has been allowed to crumble, and with it knowledge of and the motivating forces back of the traditional moral code of Western civilization. College students, it is true, have continued to live morally—drawing on the moral savings of the past, as it were. The code itself has been left hanging in mid-air; reasons for accepting it and the motivation necessary to effect it have scarcely been mentioned. Abandoning thus the historic Western philosophy of life, the colleges and universities, during the past twenty-five years, found nothing to put in its place but a weak system, or better, systems, of ethics which only in the wildest flights of the imagination could one hope to conquer or to hold in check the all-powerful selfish feelings and interests which will inevitably control human conduct, if it be allowed to follow its own bent.

What shall the colleges and universities do? I do not think a program for them could be better expressed than it has been done by President Sproul of the University of California. He said:

I believe that without religion we are forced to substitute weak conventions for permanent values and abiding standards; that, without religion, civilization, with no adequate re-enforcements for the strains that come upon it, must yield inevitably to disintegration and decay. Believing these things, I believe also that the university which makes no effort to stimulate in its sons and daughters a sensitiveness to the issues of religion is likely to be a danger rather than a benefit to the state. Certainly it cannot serve its people as fully as it should unless it finds some way, as it has always done, to blend with knowledge and culture the rugged force of character and the spiritual power that give to these life and value. So only may knowledge become wisdom.

THE ROOSEVELT ADMINISTRATION AND ITS DEALINGS WITH THE REPUBLICS OF THE WESTERN HEMISPHERE*

SUMNER WELLES

ASSISTANT SECRETARY OF STATE

IT is a particular pleasure to have the opportunity of speaking before this Association for the reason that college professors and administrators, besides being one of the most critical but receptive groups, at the same time exercise a profound influence upon the maturing minds of college students. It is in your dual aspect of critic and teacher, therefore, that I want to present to you today two related matters: first of all, the framework of the Administration's foreign policy with regard to our sister republics of this hemisphere, and its accomplishments during the last year and a half, and secondly, and of equal importance, a few observations as to the methods by which, in my opinion, the colleges might assist the development of mutually advantageous cultural relations. This opportunity for consultation is of the greatest value, since the three phases of our relations, political, economic, and cultural, are inextricably linked together, though not commonly so supposed.

The keynote of the foreign policy of this Administration, and I hope it will be agreed that the same basis is applicable to cultural matters, is found in the inaugural address of President Roosevelt.

The neighbor who resolutely respects himself and because he does so respects the rights of others—the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors.

I propose to show not only that the policy enunciated by the President is to the interest of the United States, but that it has been translated into reality. Too often in the past the speeches of statesmen have proved to be words in the winds—rhetorical

* Owing to the serious illness of Mr. Welles, this paper was presented by Mr. Willard L. Beaulac, Assistant Chief, Division of Latin American Affairs, Department of State.

pledges forgotten as quickly as made, and never carried into effect. First, let us consider the economic aspects.

Since 1929 the world has passed through economic distress and suffering which is without parallel in times of peace. Every country has experienced dislocated business conditions, unemployment and an acute want which has lowered the standard of living and brought tragedy into the lives of millions of people. In the case of the United States its foreign trade has declined from \$9,500,000,000 in 1929 to about \$3,000,000,000 in 1933. Although the primary cause for this trade decline arose out of the depression itself, man-made measures in the form of trade barriers have accentuated and hastened the dislocation.

The United States has been one of the worst offenders in this respect. During the last twelve years tariff barriers have been continuously raised. While many articles of export to the United States such as coffee and bananas have remained on the free list, many other articles which in some cases are the chief exports of other republics have been almost completely excluded from the United States by reason of excessive duties. Early in 1930, when it was apparent to many people that the market crash in New York affected more than stocks and bonds, Congress enacted the Hawley-Smoot Tariff Act, further increasing duties at a time when these duties should, if anything, have been decreased. As a result of that misguided policy, our exports to the world over have consistently dwindled. As a concrete example of what this meant let me state the case as regards Cuba. The total trade between the two countries has decreased from \$553,000,000 in 1924 to \$79,000,000 in 1933, a drop of 88 per cent. During this period the tariff on Cuban sugar was increased from one cent, the duty prior to 1921, to two cents. This barrier against Cuba's principal export to the United States dealt a severe blow to our export trade to that market. This example illustrates the fact that a nation's export trade depends in the last analysis upon its willingness to import, although it may be true that for a short time a nation can continue to export by lending money abroad with which to finance purchases—a condition, however, which cannot last forever.

To enable the United States to regain its foreign markets and to put it on an equal footing with other countries in the negotia-

tion of trade agreements, the Congress at the instance of the President passed the so-called Trade Agreements Act. This legislation confers authority upon the Executive to enter into trade agreements with foreign countries by which in exchange for concessions granted on American products the President is empowered to reduce rates of duty on foreign products entering this country by not to exceed 50 per cent. This program is based upon the general principle of the unconditional most-favored-nation policy. It does not seek to divert trade into narrow channels by seeking narrow bilateral preferences, which, despite apparent momentary expediency, only serve to hamper the rapid recovery of world trade upon a broad scale.

One agreement has already been signed, that with Cuba. The results have exceeded expectations. I need refer to only one example in proof of this. More lard was exported from the United States to Cuba during the first three months after the agreement became effective than during the entire preceding year. The reason is obvious. The Cuban people were able to purchase more lard because of increased purchasing power resulting from an expanded American market, and the drastic decrease in the lard duty by over 85 per cent.

Negotiations are now in progress with Brazil, Colombia, Costa Rica, Nicaragua, El Salvador, Honduras, Guatemala and Haiti in this hemisphere, and with several European countries. It is our expectation that agreements will be signed with certain of those countries within the very near future, after which it is our hope that negotiations may be undertaken with the remaining nations of this hemisphere.

Improved methods of communication promote both friendship between peoples and commercial intercourse. By bringing peoples into contact with one another, unclear if not distorted ideas as to the civilization and culture of the other are dissipated, and on the other hand the movement of goods is facilitated. In this connection, mention might be made of the proposed Inter-American Highway. A practical measure of assistance for its achievement was the reconnaissance survey recently completed by officials of our Bureau of Public Roads for the Central American section, running from the Panama Canal Zone through Guatemala. This survey demonstrated that, from an engineering

standpoint, the construction of this section of the highway is entirely feasible. The possibilities of this highway strike the imagination. Taking the section from Panama City to Nuevo Laredo, Mexico, across the Rio Grande from Laredo, Texas, the total length of the section will be about 3,200 miles. The Mexican Government has recently completed, and is opening to traffic, that portion from Mexico City to Nuevo Laredo. In addition to the assistance given by our Congress in connection with the initial reconnaissance survey, Congress recently appropriated a million dollars to assist in the construction of this highway, and consideration is now being given to the places and manner in which the funds appropriated can be most advantageously expended in cooperation with the Central American countries.

I wish now to turn to the political phase of our new inter-American policy, prefacing the discussion by brief reference to political developments particularly since the turn of the century. The Spanish-American War reflected the growing strength of a young nation for the first time coming to the realization of its power and vigor, which was manifested in the governmental policies known as "dollar diplomacy" and "big stick." These policies assumed the right of the United States to exercise a tutelage over the countries in the Caribbean area.

The outline of developments in the Caribbean area during this period is familiar to this audience. The rôle played by the United States in the formation of the Republic of Panama caused distrust in Latin America. The American Government was largely responsible for the overthrow of President Zelaya in Nicaragua and thereafter maintained Marines in that country almost continuously from 1912 to 1933. The United States also occupied Haiti and the Dominican Republic, in both cases installing military governments which at times acted in violation of the constitutions of those countries.

The effect of these interventions was to arouse widespread and bitter resentment against the United States and a suspicion that it would on occasion disregard the inalienable rights of the countries of this continent.

President Roosevelt's enunciation of the "Good Neighbor Policy" in his inaugural address laid the basis for a new orientation of policy. This was amplified by later speeches and particu-

larly by his statement before the Woodrow Wilson Foundation that "the definite policy of the United States from now on is one opposed to armed intervention." The signature of the American Government to the Convention on the Rights and Duties of States at the Montevideo Conference in December, 1933, removed whatever doubt might still have lingered in the minds of our Latin American friends that the United States really intended to forego in the future unilateral intervention. The President's declarations, together with the aforementioned Convention, create a precedent which, it is my belief, will never be abandoned.

The question may be raised as to what the attitude of this Government will be in case of domestic violence in a country threatening the lives of American citizens and the investment of American capital. So far as the latter is concerned, it is my belief that American capital invested abroad should, in fact as well as in theory, be subordinate to the authority of the people of the country where it is located. American capital usually is invested abroad because of the possibility of a return greater than if it was invested domestically. Greater risks are involved and therefore a greater return is expected. One of those risks is the possibility of domestic violence which may cause damage to the capital invested.

So far as intervention to protect American life is concerned, the action of the Government during the Cuban crisis indicates, I believe, the future course of our policy in this respect. American warships were sent to various Cuban ports to evacuate American citizens, should occasion arise, but no Marines were landed.

The termination last August of the military occupation of Haiti with the withdrawal of American military forces of occupation is an excellent example of principle carried into practice. It is hoped that in the near future the single remaining contractual obligation which involves the United States in a measure of control over Haiti's internal affairs may be liquidated.

For many years certain of the provisions of the Treaty of 1903 between the United States and Panama, as well as the interpretation at times given to those provisions by officials of this Government, have marred the complete friendly understanding which should exist between the two countries. In October, 1933,

President Arias of Panama visited President Roosevelt and discussed the situation as it then existed with complete frankness. The two Presidents reached an accord on the broad principles upon which the treaty relationships between the two countries should be based. Following this visit the two Governments explored the possibility of negotiating agreements for the purpose of removing the points of friction between them. These conversations having made satisfactory progress, delegates of the Republic of Panama have come to Washington and are now in consultation with this Government. There is every reason to believe that these negotiations will prove successful and that the resulting agreements will be of lasting advantage to both countries.

Our relations with Central America are on a firmer basis of mutual respect than for many years. With regard to Nicaragua, we have on several occasions made it distinctly clear that, with the withdrawal of the Marines, there came to an end all special relationships of any kind or description and that the days of interference in the destinies of that people have passed. With El Salvador, I am happy to say that cordial diplomatic relations have again been resumed after a lapse of two years.

The continuing tragic warfare in the Chaco between Bolivia and Paraguay has at all times had the most earnest attention of the United States. This Government has not only always hoped that a peaceful solution of that controversy might be found, but has earnestly followed and, whenever consistent, participated in every possible and practical suggestion offered to settle this sanguinary conflict. At Montevideo Secretary Hull offered the full measure of this Government's cooperation to the various peace moves which were made. Recently a new formula has been adopted by the League of Nations and unanimously supported by all of the American Republics which are members of the League. After consideration the United States announced its intention of participating with the other American Republics in this effort to the fullest extent practicable, always provided that the League proposal was accepted by the two belligerents. The United States will continue to spare no effort to bring about a termination of this war which has already cost so much in terms of human life and in the destruction of the material wealth of the two nations therein engaged. When that happy day comes

it is my hope that an effective peace machinery may be created on this continent so that there will always be available a means whereby the threat of future wars in the western hemisphere may be dispelled. I need not state that the peace of this continent is a matter of joint responsibility to every American nation.

The tyrannical dictatorship which crushed the Cuban people and the desperate economic conditions of the island were the cause of great concern to President Roosevelt. For many years Cuba had suffered under a dictatorship which had brought in its train murder, terrorism, and revolt. Life and property were insecure as President Machado governed under martial law, with complete suppression of civil liberties. Unemployment on a large scale was rife and the agricultural classes of the island, after ten years of depression, had been reduced to the most abject poverty and even starvation.

I assume that you are familiar with the train of events that followed upon the instruction of President Roosevelt to the new Ambassador, in a purely personal capacity, to assist in working out a solution of the complex problem. The termination of the régime of President Machado released forces long repressed, which found expression in conflicting social and economic tendencies. No one should be surprised that after a long period of tyranny and economic prostration the Cuban people did not immediately enjoy complete political peace and maximum prosperity. I am happy to say, however, that during the last year since the assumption of office by President Mendieta there has been unmistakable progress towards political peace and towards economic recovery. Political animosities are no longer as sharp as they were and there appears to be a growing realization, on the part of political leaders, of the necessity for constructive criticism. Economic conditions have steadily improved, particularly since the signature of the trade agreement in August of last year.

Following the assumption of office by a Government which appeared to represent the wishes and desires of the Cuban people, the United States moved swiftly and effectively to help the Cuban Government to better conditions in the Republic. The facilities of the Export-Import Bank were placed at the disposal of the Cuban Government in order to assist in carrying out its program

of reconstruction. The President took the initiative in suggesting to Congress the enactment of legislation as a result of which the American sugar market was stabilized with resulting advantage to all supply areas. Cuba has been granted a fair and reasonable quota based upon average importations during the last three years which, I might add, happen to be the three years of smallest sales during the base period 1925-33 upon which the quotas for all areas were calculated.

A new agreement was negotiated to revise the commercial convention of 1903 which had become obsolete by reason of changed conditions. The new agreement covers the entire range of trade between the two countries. Duties have been drastically reduced by both countries and other impediments to trade, such as excessive internal taxes, have been abolished or limited. As I previously stated, the agreement had instantaneous results in expanding trade between the two countries. Visitors from Cuba are unanimous in informing me that its effects have been felt throughout the island, and that both industry and agriculture for the first time in ten years are in a frame of mind that sees some hope for the future. Finally, by a new Treaty of Relations, the right of American intervention in Cuba and other restrictions upon Cuban sovereignty relating to public indebtedness and matters of sanitation, known collectively as the Platt Amendment, were eliminated from our contractual relations with Cuba. In Cuba, the new treaty was enthusiastically greeted, and throughout Latin America it met with immediate acclaim.

It is no exaggeration to say, I believe, that the policy of the "good neighbor" has for the first time reassured the people of Latin America that they need have no fear of imperialistic expansion by the United States; that their territory and sovereignty are not in danger. This fear was deeply rooted. Whereas the Mexican War, the Panama Canal episode, and the recent interventions in Nicaragua, Haiti and the Dominican Republic have been forgotten in this country, the Latin Americans have harbored the suspicion that they might be repeated. President Wilson said in 1916, "The States of America have not been certain what the United States would do with her power." I believe that uncertainty is rapidly disappearing.

This is only one aspect of our relations, however. In Latin America there is a frank skepticism as to the existence of interest

here in the things of the mind and of the spirit. There is admiration of our capacity for organization and achievements in industry and business, but open incredulity of our interest in literature, music, art and philosophy. On the other hand, in the United States, knowledge of Latin American civilization, social institutions and economic moves is pathetically limited.

The colleges and universities are not only the best equipped but most strategically situated for carrying on the slow, patient, work of building a wider cultural understanding. To them come every year from Latin America about a thousand students, seeking knowledge about every aspect of American life and technique. Each one of these students should be treated as a special emissary, here not only for the purpose of obtaining certain formal knowledge, but also to acquire an introduction to American life in general. Moreover, to these same educational institutions go every year hundreds of thousands of American students, intellectually curious, in whom an interest in Latin American matters could easily be stimulated.

It is gratifying to find that so many colleges have already realized the importance of introducing the American student to the civilization of the countries to the south of us. Forty years ago there was no institution of higher learning in the United States where Latin American civilization was considered of sufficient importance to devote a course to its discussion, and before the World War, only four. The prominence which the Latin American countries attained as a result of the War aroused several more institutions to offer courses. I am informed that today about 300 colleges and universities are offering some 500 courses covering a wide range of aspects of Latin America, its life, customs, history, literature, trade conditions, politics and international relations, geography, climatology, geology and archeology.

Despite this rather impressive growth, it is my belief that much still remains to be done. I am not an educator, nor have I made a thorough study of what the colleges are doing. I hope that my comments made hereafter will be taken in the same vein in which they are offered, namely, the desire to bring about a more real appreciation of Latin America in the United States, and *vice versa*.

Gratifying as may be the increasing number of courses offered, considerable ground for improvement exists, both as to scope and methods of instruction. The study of history and of inter-American diplomatic relations probably attracts the greatest number of students because of a previous, if sketchy, familiarity with the subjects. Without in the least implying that there should be any curtailment of these courses, I venture to suggest the desirability of more courses on literature and sociology. Next to personal contact, the method by which one people learns to know and understand another is by reading its literature. Although there are more than two million students in American high schools and colleges studying the Spanish language, it is a question in my mind whether these students know the fine literature that has developed in Latin American countries. Most have never heard of the poetry of that great Nicaraguan, Rubén Darío, or of Gabriela Mistral, the Chilean poetess who has recently visited and taught in this country. Moreover, though many students may be able to trace the movement, let us say for Mexican independence, they have little idea what manner of person the Mexican is. Perhaps the reason for the paucity of courses on sociological subjects lies in the paucity of teachers who have had the opportunity of studying at first-hand the racial characteristics, productive forces, art, education, customs and habits of our Latin American friends. But unless there is a wider knowledge of these matters, our Latin American neighbors will remain in the minds of the students vague and shadowy people devoid of distinct personality. Pioneering has already been done by certain colleges in offering courses on literature, anthropology, Mayan, Aztec and Inca culture, economic geography, ethnology and contemporary art.

I realize that many colleges are not financially in a position to expand their course of instruction. At the same time several projects now under way should facilitate their task. The Council on Hispanic-American studies, at Harvard University, has begun the publication of bibliographies of *belles-lettres* covering the states of this hemisphere. These bibliographies, of which seven have already been published, will be found extremely helpful by students desiring to know what has been published by prominent Latin American writers. The University of North

Carolina has undertaken to publish a series of translations of selected text-books used in universities in Latin America which deal with the histories of the several countries. Besides being excellent reference material, these text-books will disclose the nature of the history being taught in Latin America. Another project is the volume entitled *Who's Who in Hispanic America*, now being prepared by Professor Martin of Stanford University, and the publication by the University of Pennsylvania of a series giving original source material dealing especially with the colonial period in Hispanic-American history. These bibliographies and reprints should prove of infinite value to the small colleges with limited library facilities.

Improvement in methods of instruction can go far, in my opinion, not only in conveying to the student an idea of the social and economic pattern of Latin America, but also in vivifying the present courses in the languages, history and trade. It is my understanding that modern educational technique prescribes that students shall learn as much out of direct experience as from text-books. The student is confronted with situations to which he must apply his ingenuity as well as text-book knowledge. Permit me to illustrate what I have in mind from the efforts of certain educational institutions that have come to my attention. At Goucher College there is not only a coordination of the work of the Language and History Departments, but the community is enlisted in its activities. Recently, I am told, a joint function was held to celebrate the 400th anniversary of the founding of Quito, Ecuador. Data pertaining to Ecuadoran history and customs was borrowed from the Pan-American Union, which is always ready to help in such circumstances. The success of the occasion reached back to Ecuador, where it was widely commented upon in the press. Pomona College has for years sponsored a conference known as the "Friends of the Mexicans." Not only does this conference discuss Mexican problems and relations of the United States with Mexico, but also it provides an occasion for the Mexicans in California to contribute art, music, and dance programs.

Several colleges and universities have invited Latin American professors to give courses. Their presence both in the classroom and on the campus has proved stimulating. The numerous Latin

American "round tables" and institutes have met favor with the student body, which should be encouraged to participate in the organization of these institutes and in their proceedings. It would be ideal, of course, if every American student could visit Latin America. The next best thing is to bring the predominating phases of Latin American civilization to the student.

My next comment relates to the improvement of library facilities. Many colleges within the last few years have built up really remarkable collections of Latin American books, newspapers, periodicals, and other data. In others the necessity for curtailment of expenditures has taken its toll on the appropriations for library expenses. Purchases of foreign literature have suffered acutely. Books are the tools of the student. His training is crippled without them. I strongly hope that means will be found for the early resumption of library expenses.

There are some colleges whose finances do not permit the acquisition of Latin American material. In order that these colleges may not be entirely barren of data, particularly those small colleges which have just undertaken to offer courses in the Latin American field, it occurs to me that an arrangement might be elaborated whereby collections could be loaned to them. Perhaps a committee could be established by this meeting to confer with the Pan-American Union, which should be interested in this development.

My observations so far have been directed to stimulating the interest of the American student in our Latin American neighbors, and in expanding and improving the pedagogical apparatus. I would now like to make a few comments about the Latin American students who come to the colleges and universities of this country.

Many of these students come here badly equipped in English and because of difference in preparation, not qualified to enter at once upon the courses they expect to follow. Many students suffer long delays and disappointment; in many cases they are required to spend a whole year in preparatory work. The students become disillusioned and bitter; the colleges, annoyed and prejudiced against foreign students.

I believe it of the utmost importance that every step be taken fully and thoroughly to acquaint prospective foreign students

with the conditions they may expect to encounter. They should be assisted, first of all, in the selection of the college; then informed of entrance requirements; course requirements once admitted; probable expenses; scholarship opportunities; living conditions; in fact, as complete an explanation as possible of American academic life.

The Institute of International Education in New York City and the Pan-American Union have already done a great deal in this regard, acting as clearing houses of information and advice upon all aspects of education. The publications of these two organizations, together with the careful consideration given to any request for assistance, have already done much to facilitate the proper introduction of Latin American students to the American college.

The difficulties of the foreign student do not cease, however, with his admittance to college. It has been my observation that many students congregate at the larger institutions, live together, and often return home as unacquainted with American life as when they arrived. Where the student is left to his own devices, and no effort made to include him in the activities of the campus and to see that he is living under pleasant conditions, he often becomes prejudiced by his experience in the United States and returns to his own country embittered and biased. Often such students become foci of attack against this country. This criticism, coming from persons who have visited and studied in the United States is the more likely to be believed. To my own knowledge, the animus and skepticism about the United States of several statesmen, jurists and publicists found its origin in just the sort of unfortunate experience described.

I know that many colleges, aware of this problem, have taken steps to facilitate the orientation of foreign students. Faculty committees and advisers have been appointed, whose duty it is not only to advise foreign students as to courses, but to introduce them to the social activities of the college. In some colleges, a full-time adviser to foreign students has been appointed, a practice which has proved highly satisfactory, since too often the professor already has too many tasks to perform and is inclined to forget the foreign student after the first two or three weeks. It is impossible for any foreign student to get a com-

plete idea of American life without the opportunity of visiting in an American home. Several colleges to my knowledge make a special point of assuring invitations to foreign students, particularly during vacation periods, to visit in homes.

In conclusion, let me again thank you for this opportunity, and again bespeak your tolerance in any consideration that may be given to my observations relating to the colleges. These comments have been prompted solely by my interest in the improvement of cultural relations which seems to me but another aspect of the policy of the "good neighbor," a policy that seeks political relations free of suspicion or misunderstanding, economic relations conducive to a healthy international trade, and cultural relations leading to a wider appreciation of the culture and civilization of other peoples.

A recent discussion by the trustees of American colleges of the most important contributions of the college to society, indicated deep interest in a higher educational program that provides for—

- (1) Development of character, integrity, poise, self-reliance.
- (2) A broader outlook, tolerance, wider sympathies through knowledge of the world, past and present,—“culture.”
- (3) Independent thinking; not regimentation but discrimination; the ability to perceive and to solve problems.
- (4) For the individual—self-realization for happier and more fruitful living; discovery and training of capacities and native aptitudes.
- (5) For society—“creation of the finest type of American citizenship.” Development of a spirit of generous cooperation for the good of the community. College graduates should be the leaven for the development of better living for all, enjoyment of the arts, wise use of leisure, etc. Training for “politics” in the best sense of the word—for public service on career basis. (Note Kirby Hall of Civil Rights at Lafayette College).

The personal contact between professor and student is rated extremely important. The old-fashioned belief in the influence of the teacher and in the opportunity for closer personal contact in classes of relatively small numbers, was frequently expressed.

THE OUTLOOK FOR THE COLLEGE MAN AND WOMAN

JOHN J. TIGERT

PRESIDENT OF THE UNIVERSITY OF FLORIDA

ANY satisfactory evaluation of the prospect for the college man and woman inevitably involves an examination of the *status quo* with perhaps a cursory glance backward. We do not have to look into the distant past for the discovery that college graduates were held in low esteem. Horace Greeley expressed himself about the college graduate with an emphatic directness that is almost as famous as his celebrated advice to young men suggesting that they migrate westward; "Of all horned cattle," said Greeley, "deliver me from the college graduate."

At the close of the nineteenth century, the college graduate had not been accorded general public confidence. Of course, the importance of adequate training for certain professions was clearly recognized but graduates of colleges of liberal arts and most courses looking toward utilitarian application were largely discounted by the man in the street. In the last twenty-five years, there has been a gradual but well defined change in the estimation which is placed upon college preparation. This is evidenced by the rapid increase in the patronage of colleges and universities.

As the twentieth century opened, there were approximately 168,000 enrolled in the colleges and universities of the United States, according to figures of the Federal Office of Education. The number of graduates was not known. At the present time there are nearly a million and a half students in the colleges and universities. This is more than 1 per cent of the entire population of the United States and is considerably more than the number of students in all the colleges and universities of the world outside. No accurate figures are available, but probably 10 or 15 per cent of the population has been to college. There was a gain of 5 per cent over the preceding year in the total of full-time students who registered in the colleges and universities last fall, with an increase of 14 per cent in the number of freshmen. At the moment it would appear that the collegiate mills will grind out even larger numbers of graduates.

The college graduate has steadily improved in esteem since Greeley's day. Numerous factors have blended in bringing about this change. A notable fact was the action of our military authorities during the World War in designating college men as a group from whom commissioned officers might be best selected. Those who lacked college training were consigned to the ranks. Corporations, entrepreneurs, and business men took a leaf from the army manual and began recruiting employees from the output of the colleges. The policy of the American Telephone and Telegraph Company, the Pennsylvania Railroad, and other large business enterprises is now well known. More recently, with the rapidly increasing numbers of college graduates who have been made available, there has been a tendency to consign the college graduate of low scholarship to the lot which was accorded the non-college man.

A similar attitude is being taken by colleges in selecting material for the old established professions of medicine and law. The best schools of medicine and law are now on a graduate basis and students are admitted by rigid processes of selectivity and the numbers are definitely limited. Students who fall in the lowest third or fourth of their classes during pre-professional training have no hope of admission to our best schools.

The changed attitude toward the college graduate in the last quarter of a century would seem to be justified in the light of many studies which have been made involving correlation of achievements in college or scholarship, with subsequent success measured by the attainment of eminence, or by earning capacity over a period of years after leaving college, and by other criteria variously selected by the authors of these studies. For example, there are the well-known statistics showing approximately 75 per cent of college graduates appearing in *Who's Who in America*, and studies conducted by large corporations, such as the one made in 1928 by the American Telephone and Telegraph Company, in which the examination of the records of over 2,000 employees of the Bell System who were over five years out of college, revealed that those college graduates who stood in the highest third in scholarship rank constituted 48 per cent of the highest third in salary group, while those graduates who were in the middle third and lowest third in scholarship rank composed

only 24 per cent and 22 per cent, respectively, of the highest third of the salary group.

It is not practical here to attempt an analysis of the varying circumstances concerning men and women college graduates. Generally, we are discussing all graduates regardless of sex, but it is fair to remark in passing that the trends in higher education relating to women have been somewhat different from those relating to men. As in other relations, the public was somewhat slower to appreciate the possibility of higher education for women and this was attended by a correspondingly delayed provision of opportunity. Oberlin College pioneered in offering higher education to women a hundred years ago. No state university opened its doors to women until Michigan admitted them in 1870. Increased offerings for women on the higher educational level have developed so rapidly during the last half century, through the development of coeducation and the establishment of institutions designed exclusively for women, that there are now more higher institutions open to women than to men. At present, the numbers of men and women enrolled in our colleges and universities are approximately the same.

The studies which have been made relating to the achievements and eminence of women in correlation with college preparation tend to confirm those findings relating to college graduates in general. The proportion of women attending college listed in *Who's Who in America* has rapidly increased during the present century. Women trained in colleges apparently attain prominence in larger numbers than those who have been denied this opportunity. The correlations are higher in some vocations than in others. A study by Bertha Beech Tharp, published in *The Scientific Monthly* in August, 1933, indicated that college education is of less importance to artists, actresses, and musicians than to women in other groups. Strangely, the findings did not show that post-graduate work greatly enhances the opportunities of women except in a few professions. There is some basis in this study for the contention that a college woman has better opportunity for success in certain professions if she foregoes marriage. The author of the study concludes that education is playing an increasingly important rôle in the gaining of success by women, and "that women of the future will find it more and more diffi-

cult to compete for a place among the eminently successful without a thorough college training as a background for their work."

After this retrospection, let us now examine the status of the college graduate at this time of critical social and economic turmoil. Until comparatively recent times the ever-increasing output of the college was being generally absorbed without social or economic indigestion. College graduates with satisfactory records readily found employment or opportunities for making a livelihood and rendering satisfactory service to the social and economic order. At the moment, thousands of college men and women are marching in the army of the unemployed and considerable numbers of them have taken their places with those of less education and no education, on the rolls of relief agencies. All of the circumstances which contribute to this situation cannot be definitely analyzed. Unquestionably the most important consideration is the economic depression producing millions of unemployed and greatly reduced economic activity. It is a matter of mere speculation whether society could continue to absorb the output of the colleges if the economic situation were normal.

We are in a stage of unusual fermentation. Our institutions are undergoing critical examination and changes profoundly affecting our social, economic, and political life are in process. Likewise, our whole educational system is now in the crucible. The colleges and universities are being subjected to rigid scrutiny, and the confidence which has been slowly built up in the last decades is now being somewhat shaken. Multitudinous questions fundamental to the system of higher education are being raised:

1. Who is entitled to higher education? If higher education is not a universal right, how are those to be selected who will enjoy the privilege? Is there overproduction in higher education?

2. How is higher education to be financed in the future? And upon whom does this responsibility fall? Is the organization of higher education efficient and economical?

3. What reorganization of curricular offerings is necessary in the light of an abruptly changing social and economic order?

4. In the presence of kaleidoscopic transformations such as we are experiencing, what changes should be made in the functions or objectives of higher education?

Perhaps none of these questions can be answered with finality but they are all pressing for solution and most institutions are attempting to answer them. There is likely to be acrimonious debate for some years to come as to who is eligible for higher education. There is a growing conviction that many students now in college do not belong there, and that others are not doing the things which they should be doing in college. Furthermore, some feel that many graduates now being turned out are destined to face failure in finding a satisfactory livelihood or in making any real contribution to society. Our conventional system of admitting students to college by the mechanical requirements of quantitative units of residence and study has been outgrown. Some more comprehensive and satisfactory way of determining the ability of the candidates for admission should be devised.

Edward Thorndike, some years ago, began pioneering in the field of mental and social measurements on the assumption that whatever exists may be measured. We have now at our disposal a great variety of scales, measurements, and tests which today enjoy widely divergent degrees of confidence. In recent years faith in these modern devices for measurement has grown but there are those who stoutly oppose placing too much reliance in them. Bagley has consistently challenged some types of testing and has protested against the fatalism which these instruments imply. Terman and others have developed processes for mental measurement that have been accorded widespread acceptance. A few years ago Walter Lippmann attacked the validity of this whole program. This controversy involves the age long dispute of nurture versus nature. This is a battle ground that involves problems in eugenics. It is suggested also, with some reason, that factors relating to personality, character, and social attitude enter into the ability of a man or woman to profit by college work. No satisfactory measurement of these qualities has yet been developed.

In my judgment, in higher education as elsewhere, rugged individualism is being challenged by those who believe in a directed program of training consistent with the best interests of the individual and of society. Any encroachment upon freedom is obnoxious to Americans and particularly so in the academic world. It is difficult to imagine that our social, economic, and

educational regimes will be subjected to the control which is now evident under Fascism and Communism, but essentially we must develop some more orderly process of selecting, or at least guiding those who are to enjoy college education than we have employed in the past. We cannot much longer continue the maladjustment which originates in mere individual desire unguided by intelligent consideration of ability and aptitudes of students on the one hand and of social need and possibilities on the other hand. The waste of material and human factors in our trial and error system are becoming too large for the colleges and universities to be able to retain adequate popular support.

College graduates, like others, are not all employed. In some fields we probably have an ample if not an oversupply of adequately trained material. This is probably true in medicine and law. There appears to be an oversupply of teachers, ministers, engineers, and those trained for business, but the probabilities are that we still do not have an adequate number of well trained persons for these various vocations. In most places the standards of professional requirements are not high enough for teachers and ministers. The day is dawning when elementary school teachers will need to have a Bachelor's degree. There was a time when the minister was the best educated man in the community. This time may not return but he must be among the well educated. With the return of normal industrial and commercial activities, it is probable that the output of our engineering schools and colleges of business administration and commerce will readily find employment.

The financing of higher education is a matter of considerable apprehension at present and for the future. Some questioners are fearful that the present outlook does not justify the expenditures which we are making on colleges. This would seem to be the attitude of the President of the Carnegie Corporation, expressed in his recent report. One hears it said sometimes that we will not have resources to continue higher education on the present plan. This attitude is hardly justifiable when we consider that the entire educational bill for schools of all kinds is about equal to the tobacco bill and a mere fraction of the crime bill, the cost of government, and the expenditures for luxuries. Both publicly controlled and privately endowed colleges have

been confronted with reduced budgets in the last year or two. Some state institutions have been cut so drastically in their appropriations by legislatures that without speedy restoration of these cuts, their future is quite problematical. Some small endowed colleges have been closed. Others are experiencing as much difficulty as the state institutions because of loss of income. Nearly all institutions are experiencing some difficulty. These losses in income result most naturally from conditions precipitated by the world depression, but there is danger that losses sustained at this time may not be entirely regained later on.

In some quarters the policy of supporting higher education out of general taxes is being challenged. Some feel that those who enjoy the privileges of higher education should pay a larger proportion of the costs than they now pay. Most of the expense in state institutions is now borne by the public and in private institutions a large part is usually derived from endowment. There has been a steady trend toward the imposition of increased fees. Some state institutions are now charging tuition fees. Formerly, this was not the general practice except in schools of law. The charging of tuition fees in publicly supported institutions is a departure from the theory on which these institutions were established. The intention was to make education democratic. Every American was to be within the reach of the best education possible, irrespective of accidents of birth, property, or influence. Supplementing this thought was the need in a democratic society for the conservation and development of all of its talents. Democracy could not afford to waste its abilities.

Privately controlled institutions have generally selected and restricted their student bodies more than state institutions. During the depression considerable numbers of students have apparently left institutions where costs were relatively high. The state institutions have been compelled to accommodate larger numbers with less resources. If this should continue, eventually the standards and quality of work which these institutions will perform cannot compare with those of the well endowed private institutions where the number of students is a matter of control. On the other hand, the future of the endowed institution is darkened by the diminished prospect of the large gifts upon which they have drawn in the past. So many fortunes have been re-

duced or wiped out that wealthy friends and alumni will necessarily have to be less generous for some years to come. The cost of higher education to the student will be inevitably increased. If state institutions find it necessary to impose fees, the conservation of talent and equality of opportunity may still be provided through the establishment of scholarships for those who show exceptional ability.

I now venture to discuss a question which would probably be shunned by more prudent men. One day, in the American Expeditionary Forces, upon encountering a doughboy who bore the Congressional Medal of Honor, I expressed my profound admiration for his courage. He replied, "Some men get decorated for being brave, others for being a d—— fool." I am not quite sure whether I am brave or foolish to discuss the question of efficient and economical organization among our colleges. I have in mind the question of possible duplication of effort and lack of articulation among institutions doing college work. Whether social and economic planning proves to be a permanent policy or not, I am convinced that colleges must cooperate more effectively than they have in the past in programs of long time planning. We have pursued a policy of *laissez faire* in establishing colleges and have continued them oftentimes in a spirit of cutthroat competition. In too many cases they have been born out of a sense of commercial, community, or religious rivalry, and have pursued policies of selfish aggrandizement, looking more largely to the securing of students, funds, and the provision of positions which harbor invested interests, rather than attempting to promote, in a spirit of comity, the society which supports them and which they are expected to serve. There should be some method whereby the whole program of higher education and the objectives of all institutions, whether state or private, may be more effectively correlated and directed toward the public good. There have been definite plans worked out recently in a number of states, looking toward unified policies in state systems of higher education—in North Carolina, Georgia, Oregon, and in other states. In some places, institutions have been merged or brought under a single directing head. We need to find some adequate means of articulating the programs of public and private institutions within a given state or area. This thought is obnoxious to many and it is

not clear how this can be done except by voluntary cooperation in some cases but action along this line is becoming imperative. There are intimations that some of the large educational foundations are beginning to interest themselves in this kind of program. Such a movement should extend beyond the borders of states. For example, universities in regions with similar problems should begin to plan cooperation in problems of research. Few, if any, Southern universities are adequately financed to attack many problems. At present we are nibbling, to a large degree, at the same things, with unsatisfactory progress. We could profit by collaboration and cooperation.

An illustration of possible waste and duplication may be found in the present policy of the Federal Government in allocating funds for research. The Government has done a commendable thing in the stimulation of agriculture, mechanic arts and research relating to these. In this the Government has been compelled to deal with the states as units. It would seem highly desirable that there should be working plans mutually agreed upon by the states which are attacking problems of a similar character.

Furthermore, in the future there should be more of common understanding and purpose between the universities and industry, both in the training of human material and in the attempt to discover new knowledge. The industries have been expending in the neighborhood of a hundred million dollars a year in research. How much the universities have expended I do not know. Apparently there must be much waste and duplication of effort.

With considerable trepidation, I venture to surmise that much of the work of standardizing agencies and associations in accrediting schools and colleges has contributed to inefficiency and waste. Institutions have been encouraged to meet certain quantitative and arbitrary standards on the assumption that they are satisfactory and desirable when minimum uniform standards are reached. The standardizing agencies have sometimes thereby put the hall mark of real worth on institutions which probably should have been discouraged, if the interests of a state or particular region had been studied as a whole and planned over a considerable period of time.

I leave this question and take up the reorganization of the curriculum in which there will be more general agreement. With

this reorganization we also essentially face the question of objectives and functions. They should probably be discussed together. The examination of objectives and the reorganization of the curriculum are in full blast in the college world today. A restatement of the functions of the college is imperative in view of the changing social, political, and economic order. The organic character of society necessitates a continuous readjustment of educational processes. When our social and political systems were controlled by the church, higher education was merely a vehicle for ecclesiastical services. The origin of education in the United States was distinctly religious. This is apparent in the early acts relating to education in the colonies.

Later the functions of higher education were extended to train those who were going into so-called learned professions of a secular nature and for the benefit of classic and humane culture. These functions persisted until the cataclysm of the Civil War. Developing out of the dangers to which the Union was exposed at that time came additional functions and the establishment of institutions known as Land Grant colleges, with offerings in agriculture, mechanic arts, military training, and other subjects intended to supply the needs of those who would ply the various vocations in an industrialized democracy. These include education, commerce and business, and modifications of these in the form of home economics, trade and industrial education, etc. These latter offerings were greatly stimulated in the crisis of the World War, at which time the Federal Government again stimulated education through federal subsidies. The functions of higher education have been gradually expanded, presumably in the interest of democratic and national welfare, until many are now convinced that responsible and satisfactory citizenship demands universal opportunities of higher education.

It does seem that the colleges will have to do more in the training of responsible public leaders if they are to avoid a growing discontent with the products which they are turning out. The British universities, particularly the University of Oxford, have made the training and preparation of statesmen and the supply of an adequate Civil Service one of their functions. We are greatly in need of some program looking in this direction in this country. The Secretary of Commerce has made some emphatic

remarks and suggestions bearing upon this subject during the last few days.

Most of us will concede that much of our curriculum and method of instruction is outworn. Too much of our higher education is in the nature of mass information which does not lead higher but multiplies mediocrity. The piling up of what President Eliot called "short information courses" does not develop the process of thinking. Much of this informational material which is passed on in parrot-like fashion is obsolete today and it is difficult to conceive why it was ever thought useful. Future generations will find it as difficult to understand the emphasis which has been placed upon dates, battles, the numbers engaged and killed in these battles, as we find in ascribing reasons for witchcraft. It is commonly admitted that our curriculum has consisted of many segments relating to specialties and the student has found it impossible to relate these parts to the civilization in which he is living.

Consequently we have a strong tendency toward reorganization with integrated and overview courses. We have turned out too many ignorant specialists. The necessity is borne in upon us with increasing force that college men and women must not only possess general knowledge but must learn to think actively and constructively. The college graduate of the future will have to have more prophetic vision and will need to look forward and not backward. He will necessarily abandon some of the processes of fact collecting and will need to think more imaginatively, if he is to preserve the hard-won prestige that he has gained since the day Horace Greeley ruthlessly consigned him to the lowest species of the genus "horned cattle."

THE PRESENT STATUS OF TEACHERS' PENSIONS

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OF AMERICA

AN opportunity to address this meeting is very welcome, for I want to speak about something concerning which little has been said and which deserves to be discussed in just this gathering. My subject will be the special relationship of institutional administrators to the work which my own company and others, too, are trying to do in the colleges.

But let me preface what I have to say by reminding you of certain facts. When they are put together I think you will agree that we may now recognize a development in the financial structure of the college world that is already significant and that has still greater future possibilities.

You will recall that the Teachers Insurance and Annuity Association began to do business about sixteen years ago, and that its founders had two purposes in view. The first was to provide an economical instrument by means of which retirement provisions to protect college teachers against an impecunious old age could be built up in the form of annuity contracts. The second purpose was to assist the same college teachers to protect themselves against the other great hazard, that, namely, of premature death, by offering them life insurance at prices reduced below current levels through the elimination of agents' commissions and agency expenses. And after sixteen years the facts may be marshalled in an impressive summary.

This one company now has outstanding over twenty thousand contracts of annuity and insurance with more than fifteen thousand college teachers and other persons who are engaged in higher educational work. These policyholders are heavily grouped among about 150 institutions and thinly scattered among about 650 more. The company has contracted for nearly fifty million dollars of life insurance, and in this matter of life insurance alone it has already saved its policyholders about one million dollars over what they would have had to pay to date for similar protection if they had bought it at rates generally prevailing among other companies.

It has also written annuity contracts which, if premium payments are maintained, will some day require the disbursement of about eighteen millions a year in retirement allowances. It has in hand the reserves required by law for all these contracts. Of the 117 universities and colleges in which retirement systems have been set up on the basis of joint contributions by the institution and the individual to the accumulation of annuity reserves, 105 use this company's contracts, and seven of the remaining twelve accumulate their own funds. About one-third of the college teachers of the United States and Canada are employed by this group of 105 institutions that use our annuities for the administration of their contributory pension plans. Every teacher who has any kind of contract with us has something which is all his own. He can carry this contract with him wherever he goes without forfeiting anything if he moves from one institution to another. Thus, while the colleges have been helped to solve the superannuation problem, the policyholders—who number thousands—have gained in mobility and independence.

If the policyholder looks behind these contracts he will find that they have been issued to him by a New York legal reserve life insurance company, governed by the provisions of the strict New York insurance law just as are the Metropolitan Life, the Equitable Life, and the New York Life. He will discover that the New York examiners have always found and reported that the company is sound, conservative and well managed, and he will learn that in Best's company ratings this company has been accorded the highest rating—"A." I believe that this company is one of the very best things that the Carnegie boards ever conceived and set up, and these sixteen years have shown not only that its founders have been glad to have it develop its independence but that it has plenty of vitality of its own. There are now only two of the company's seventeen trustees who are connected with any Carnegie board. Our policyholders also know that they have a direct participation in the operation of the company. Four of the seventeen trustees who supervise its management are selected on the basis of a postal ballot from nominations proposed by a committee of policyholders. All policyholders are invited to participate in this ballot, and a large proportion do

vote with evident interest and care. These policyholder nominations have given us some of our most useful officers. The other trustees are gentlemen who live in the New York area, and who have been chosen because of their local availability and their special qualifications for service on the committees into which such a board of trustees has to be divided; for example, the committee that watches over investments in bonds, and the special committee on mortgage investments. The present board includes lawyers, bankers, a university treasurer, and four men who are well known or leading figures in the actuarial world.

In short, you will recognize that today the college world actually possesses what I like to call an intercollegiate insurance and annuity association, that it has become a very considerable company, that it has appreciably cheapened life insurance for the college teacher, and that it has aided colleges in which a substantial proportion of the college teachers are engaged to arrange for retiring allowances.

I have spoken in terms of the Teachers Insurance and Annuity Association partly because it is doing more than any other particular agency in this field of endeavor and partly because it is easy for me to quote figures from its records. But of course the scale of accomplishment in these matters is larger than that represented by this one Association's experience. There are other companies that write policies of annuity and life insurance for teachers and institutions. But these figures that I have given you are more than enough to remind you that during the last two decades something of very considerable significance to the educational world has taken place. Nor is this chapter of American academic history closed. You are to expect that this movement will spread further and keep on spreading until almost every college in the United States and Canada has been affected by it. But you may also expect that the processes of extension will be accelerated under the stimulus of the now current agitation for different forms of what is called security. Furthermore, you may expect that when business conditions improve and colleges begin again to grow richer instead of poorer, that change will operate as an accelerating factor.

So far as the colleges have contributed to this development by their own actions it is evident that they fall into one or the other

of two easily differentiated groups. The first includes those colleges that have enrolled their teachers within the framework of some sort of retirement or insurance plan by rules that make participation obligatory. The second group is composed of those colleges that offer facilities and perhaps offer some financial contribution, but that do not require participation and leave everything to the option of the individual. Then of course there is a third group—those that have done nothing. Let it be observed, however, that the colleges in groups 1 and 2 are none of them making complete provision for all the hazards of life and death. That would be entirely beyond their means. The foresight, thrift, and initiative of the individual teacher must everywhere be relied upon to make provision for more or less of the protection that he needs.

This obvious fact is the starting point for what I've really come here to say. I want you to consider how well worth while it is for the institution to foster and encourage and guide the thrifty initiative of the teachers in these matters. The teachers themselves really do need information and guidance. Insurance and annuity companies like my own do what they can to help them; but the best results are never attained without institutional cooperation. This of course resolves itself into a question of what the administrative officers or some one of them will do in each institution. Let me give you some facts and illustrations.

Not long ago we selected a list of colleges that were reasonably diversified with respect to both geographical location and size, and succeeded in obtaining figures from nineteen of them, which enabled us to calculate what percentage of the staff eligible to annuity benefits in each college were actually using our contracts. These colleges were all alike in that they used our contracts, contributed 5 per cent of salary to match the individual's 5 per cent, and left it to the option of the individual professor to decide whether he would or would not subscribe to an annuity. Among these nineteen colleges the percentages of the faculty members who actually held annuity contracts varied all the way from 78 per cent down to less than 27 per cent, the average being not far from 50 per cent. No reason could be discovered for these wide differences except that in certain colleges there is some officer or

some committee that takes some pains to present the matter of annuities and insurance to the faculty, and takes some pains to aid and facilitate our work in the college, whereas little or nothing of that sort is done in other colleges. You will observe that in a college where only 27 per cent of the eligible teachers are building up annuities it is idle to pretend that the institution is making much progress in the practical solution of its superannuation problem. If the president and trustees of such a college imagine that they have accomplished much simply by adopting rules to make it possible for the individual teachers to take care of themselves by individual action, they are deluding themselves. Probably they are neglecting to keep the workings of their pension plan under scrutiny.

This sample study merely confirmed the observations that we have made in the day to day course of our work. We notice wide differences between colleges with respect to the intelligence and zeal with which these matters are attended to. Certain college executives make it a practice to have the faculties addressed once a year about retirement allowances, annuities and life insurance. That is easy to do in a small institution, more difficult in a very large one. There are colleges in which it appears to be the case that a president or a bursar or a controller happens to be what you might call insurance-minded, or happens to be the kind of man who manifests an active interest in the personal well-being of the members of his faculty. In such institutions a good deal is accomplished. I have one college controller in mind who has become a trusted confidante and adviser of the whole college staff in connection with these matters. Needless to say the staff of his college is protecting itself against the risks of both old age and premature death with unusual effectiveness. There are a number of colleges from which we can count on receiving sympathetic and prompt attention to such appeals as a request for an annual list of new appointees with their addresses. But there are others that can't be induced to take the trouble to send us anything of the sort.

I will glance at only one more point at which our experience is evidential. Most of the institutions which provide for annuities by paying 5 per cent against the professors' 5 per cent of salary have by now deposited with us sums that are frequently

large in proportion to the wealth of each such institution (more than \$4,000,000 in one case). You might suppose that a college trustee, if aware that his institution was becoming considerably interested in the financial condition of a particular company and was relying on the company to administer its retirement provisions, would think it desirable to inform himself from time to time about the company's condition. But I can assure you that we have very rarely indeed received any inquiries that could be identified as coming from college trustees, and that even the presidents and controllers seldom ask us searching or interesting questions. This is not because our affairs are difficult to understand. Nor can I flatter myself that it is because we enjoy a position of such extraordinary prestige that even in these anxious times nobody would think of scrutinizing us. The fact that a few college officers and a good many teachers who hold our policies do ask us searching questions proves this to me. But it seems to be the case that many college officers and college trustees, busy men all, having noticed that we attend of our own initiative to the necessary day to day work of caring for the contracts that their teachers make with us, slip into a comfortable "let George do it" habit of mind with respect to the whole business.

Perhaps this isn't so terribly serious; perhaps inattention at this point is not the most calamitous bit of negligence into which overworked college officers may be betrayed. But let's look at the matter more closely. In order to examine it impersonally let's consider what the hard-headed directorate of a business corporation would be likely to do. Imagine how the XYZ telephone company would be likely to carry on if its directors had decided to invite or to require its employees to participate in a plan for pensions and life insurance, or in a plan for one but not for the other. Do any of you imagine that the XYZ company would pass a few votes, make an arrangement with a life insurance company and then leave matters as much as possible in the hands of the insurance company and its employees? I venture to think that the chances are a hundred to one that the president of the XYZ company would say to his directors, "We are doing something at considerable cost to the company. It will certainly minister to the welfare of our employees, and it ought furthermore to improve our relations with them. Whether it does that will de-

pend largely upon whether we go on and take a little trouble to educate them about the whole retirement and insurance business. We must therefore designate some officer of the company to disseminate information about both annuities and insurance to our employees, to answer their questions, and to cooperate with the insurance company that we are employing; and we must see to it that *it* maintains right relations with all our employees." That, I am confident, is what the XYZ company would then try to do. But that, I am sorry to say, is not what a large number of colleges do, even though—I rather think you will agree with what I am about to say—college professors need almost as much enlightenment and guidance in these matters as do telephone company employees.

I would ask all colleges to bear in mind that life insurance for their teachers is only a little less consequential for the institution than is a provision for pensions, and that this matter of life insurance must be dealt with, if it is to be dealt with at all, largely by the process of encouraging personal initiative. Isn't the procedure of the XYZ company the right one for a college? How much does a college accomplish when it installs an optional annuity system by way of total provision for the retirement of its superannuated teachers and then induces only 25 per cent of the faculty to avail themselves of the plan? Or consider what happens before retirement age is reached. Each one of you is able to recall one or more painful occurrences. A teacher not yet forty died leaving a wife and children with no financial provision. The college was under no legal obligation. But something had to be done. Such painful accidents occur every year. It will be a long time before most colleges can afford both to take care of retirement allowances and to write a certain amount of life insurance. Group life insurance for a very moderate coverage is of undoubted utility, but is not altogether satisfactory and sometimes does harm because it makes it harder for the college to go on and do something better. It never provides enough. Individual thrift, foresight and initiative with respect to the hazard of premature death must always be the chief reliance, and these have to be fostered and focussed.

In closing, I submit to you that it is not merely on altruistic grounds that these reflections should recommend themselves to

your very serious consideration. The altruistic grounds are certainly respectable and real. But there is more to it than that. By inducing the college teachers to help themselves in these matters the college officers will be protecting the college against demands which it is difficult and costly to cope with.

There is no necessity of dragooning the staff or importuning it, or involving yourselves in any great amount of effort and trouble. It is pretty surely the case in every college that there is some officer of government or instruction who likes to make himself useful to his colleagues in these matters. In all larger colleges there is at least one man who knows something about actuarial science or about the theory and practice of the insurance business. In many colleges there are a few men who interest themselves in the activities of the American Association of University Professors, and that Association has already manifested a certain amount of interest in what we are discussing. By discovering such persons and by the tactful enlistment of their talents and good-will a great deal can be done; meetings can be held at least once a year; information that can be supplied by my company or by others can be appropriately distributed. As a proof that there is need of this sort of thing, I can tell you that we are constantly receiving evidence that many teachers who want to buy life insurance haven't known that our company, which sells it at unusually low rates, is prepared to write any life insurance at all. If those of you whose colleges have not yet money enough to set up satisfactory pension or insurance plans will take the trouble to foster a certain amount of interest in individual voluntary protective plans, you will at least be doing something to relieve yourselves of pressure that will be exerted upon your institutions sooner or later.

In short, what I am urging you to recognize is that in this matter of pensions and life insurance neither type of protection can be safely ignored, and that there are always three partners to a fruitful endeavor. One is an insurance company, or it may be several insurance companies. They may be counted on to do just as much as they can, including everything that you will facilitate their doing. A second partner is personified in the individual teachers, often inattentive, occasionally improvident, frequently ill-informed and poorly advised. The third is the institution.

It can do a great deal to help the teacher, and in helping him both directly and through an insurance company partner the institution will certainly be promoting its own ultimate well-being.

In this Association and at this meeting, the small colleges are represented as well as the big ones; the Southern institutions—many of them financially hard up—as well as the richer Northern institutions. I hope I leave no doubt in your minds that I am addressing the smaller and less rich colleges as well as the others. Indeed, I am addressing them rather particularly. I am speaking rather especially to those colleges which have not been able, and which may for some time yet not be able, to set up retirement systems on the basis of institutional contributions. I think you might well consider the creation of a committee in your own Association—none such seems to exist—to observe the growth of this great development that I have been speaking about, to follow it, and advise your membership concerning what the separate colleges can and should do. I would like to see two or three trustees or officers of every college aroused to a state of awareness concerning these matters. Indeed, if that could be brought about, good results would certainly begin to accumulate in every college.

DR. A. A. WELLCK, Holland House, Forest Hills, L. I., New York, offers to send a complimentary copy of his book, *The Annuity Agreements of Colleges and Universities*, to any responsible college or university administrator or trustee who requests the same as long as the supply lasts.

DR. DANIEL S. SANFORD, JR., Registrar of Bard College, Annandale-on-Hudson, N. Y., also offers a free copy of his dissertation entitled *Inter-institutional Agreements in Higher Education—An Analysis of the Documents Relating to Inter-institutional Agreements with Special Reference to Coordination* to any responsible administrator or trustee who requests it while the supply of fifty to seventy-five copies holds out. This study was published two months ago by the Bureau of Publications, Teachers College, Columbia University.

A GENERATION MAKES AN APPEAL

JOHN A. LANG

PRESIDENT OF THE NATIONAL STUDENT FEDERATION

I AM grateful for this opportunity to bring to you, the educational leaders of the country, a message from the generation that is now young America. I have been invited to this meeting as a representative of the younger generation to describe in my humble way the situation which millions of our youth are facing and to appeal for the assistance that you can render.

America has been traditionally a country in which the young man has had unlimited opportunities. An expanding frontier across forest, mountain and prairie afforded boundless returns to young Americans until the beginning of the twentieth century. Then came an era of colonial expansion, followed by the World War. The post-war period was marked by a dazzling scientific and commercial era that opened up countless avenues of employment and additional areas of work. However, our people spent themselves in a materialistic way to such an extent that by 1929 they were overtaken by a reckoning period that was dark in its misery, distressing in its disillusionment. Youth everywhere suffered their first set-back, their first loss of opportunity.

A few months ago this country showed signs of a new awakening. Realizing the necessity for a planned course of economy, we assembled our best minds to draw up plans and blueprints for the new national life. The results of their activities are well-known to you, and the benefit of their planning is felt by the farmer, the laborer, the businessman and almost every adult occupational group.

Yet, in all of our present recovery efforts we have not adequately grappled with the situation that faces the nation's youth. We have emphasized the welfare of regular workers, business owners, experienced occupational groups and finally the aged and infirm, but as yet nothing comprehensive has been brought forward to integrate the millions of newcomers into the fabric of our society. In a civilization so complex as ours it is most difficult to understand how collective planning is needed for persons already experienced when it is being denied those who have as yet had no contact with the realities of life.

Cumulatively, we are beginning to realize that the present dilemma is peculiarly one of depression for youth. Conservative estimates indicate that there are at present over six million young people between the ages of sixteen and twenty-five who are unemployed and out of school. At this age when their new-found energies cry out to be heard, they are continuously being paralyzed by an enforced inertia. They have no jobs and are preparing for none. In former business emergencies youth has been served, frequently at the expense of the older generation. With its readiness to accept bargain wages as a weapon, it has often wrested many jobs from expert middle age. In the present crisis, however, the situation has been inverted. Industry has hired experienced workers at apprentice wages, crowding out those who rightfully belong in the apprenticeship jobs. At the same time, the experienced worker is being protected by the wage levels of the N.R.A. and by the minimum age provisions of 60 per cent of the codes.

It is often said in many quarters today that efforts are being made here to relieve youth's distressing condition. The work of the C.C.C., the Apprenticeship Committee of the Department of Labor, and the Federal Emergency Relief Administration are cited as examples. Helpful though these activities may be, they are too scattered and are not adequately attacking the roots of the major difficulties. There is at present no well coordinated, dynamic, comprehensive attempt to adjust the newcomers to the changed economic conditions; thus the deep-seated distress remains.

Into a gluttoned and maladjusted condition of this sort the high schools, colleges and universities continue to pour their thousands of eager-eyed, lean-limbed graduates. Many of them have been told that if they attended college they would make contacts and gather facts which would insure their worldly success. Few of them have been told that if they attended college to study the ways of the world and to reach an understanding of them, they would be insured a social and spiritual happiness which would stand them in good stead in tackling current conditions. Perhaps these college graduates have been accumulating passive facts instead of learning methods of creative expression.

Thus, the present plight of America's youth is the immediate concern of all of us. Our young people wait with neither a present nor a future. Insecurity and despair eat into their morale like rust. Continuing to refuse an adequate response to their problems has obvious dangers. There is no denying the fact that there is power enough in the newcomers' ranks for a revolution or for deterioration to the point where America will suffer for at least another generation from the stagnation taking place.

Now is the time for the launching of a far-sighted and comprehensive program to meet the deplorable situation of American youth and supply the adjustment which is so necessary. At once, we all realize that the task is so extensive that it will require the mobilization of the country's greatest resources and institutions. In this new attempt there must necessarily be a combination of public and private effort. The attack must be well integrated, with work divided among those groups best fitted for it.

I have come into your midst today to sound an appeal on behalf of a generation facing stagnation and to plead for a constructive course of action. I submit to you, therefore, a program which, in the opinion of many, is a formidable reply to the present dilemma of youth. I propose a new national campaign to be undertaken jointly by private and public agencies to ascertain the character and ramifications of youth's problems and to find, suggest and support their solutions, particularly those bearing on employment, education, vocational guidance and leisure time. Such a campaign must be charted and planned through the concerted efforts of the country's public, industrial, educational, social welfare and youth leaders.

A definite leadership for this movement must be provided and set up in a prominent position within the country. Now that the national Administration is endeavoring to remold and reshape our entire social structure, certainly the Federal Government in Washington is the place where the machinery for directing youth in a new era should be lodged.

It was from a desire to see activities of this sort initiated immediately that a plan was recently submitted by youth itself to the United States Department of the Interior and Office of Education, calling for the establishment of an effective organ, a *Fed-*

eral Youth Service, within the Department of the Interior and Office of Education, to coordinate present governmental efforts in youth's behalf, and to initiate a concerted attempt through public and private institutions to determine the place of America's youth in our modern society. Such a step would definitely center the responsibility for the youth problem and would give the attack a single purpose and a consistent course over a period of time. The detailed duties of the Youth Service would be many, as you can see. Brevity of time here does not permit me to go further into that description. Suffice it to say, however, that the Service would supply research, evaluation, experimentation, and nation-wide leadership throughout the movement for youth's adjustment. The Youth Service proposal has been accorded a warm reception by the Washington authorities and has reached the President for his approval and recommendation to Congress. At this strategic point you can be of invaluable assistance by joining your forces with those that are urging immediate action and approval of the project.

In the meanwhile, however, let us see how we can fit our private efforts into a concerted attack on youth's dilemma. Private organizations and institutions can play a tremendous rôle. The home, the church, the school, the social welfare organization, and the community can do much. As the heads of several hundred of America's colleges, you occupy a paramount position in current efforts toward solution of the youth problem. I wish to invite your attention to the most important part of our whole educational system—namely, the young human that is a student. For years we have been thinking much about courses, systems, credits, grades, degrees, endowments and buildings; now may we lay greater emphasis on the human wealth found in our midst and the welfare of those who are to be the product of our labor. Are our colleges adequately preparing the youth to meet and cope with the realities of life today? Is his background in college one that has taught him to use his own initiative and carry over his training to practical situations? Is the principle of democracy being applied to the youth's campus life in which he is given responsibilities and a share in the running of local affairs? Is the college painting to the youth an accurate picture of the world he must face? How much expert guidance and

counseling as to opportunities available for work are being supplied? All of these questions, in my opinion, serve to emphasize the portion of this national problem which directly falls on your shoulders as America's educational leaders.

I appeal to you, therefore, to look more carefully into your campus situation and ascertain if the proper sort of job is being done to apprise the youth of the world which he will soon enter. I plead with you further to lend your interest and support to national student groups which are endeavoring to develop initiative and originality in the ranks of the young. These groups have been struggling along for years, existing on the support of students themselves. Now, the hands of adults and experienced organizations should be joined with theirs in helping them to furnish youth with additional facilities for self-expression.

Finally, I submit to you the proposal that your Association of American Colleges set up a commission immediately to look more deeply into the present condition of the American young people and devise ways in which you of the colleges may improve it. In my opinion, there should be in your national headquarters an officer charged with the responsibility of working with this commission in the field of youth problems and directly with each college or other interested organization in an attempt to bring the forces of American education solidly behind the new national adjustment campaign for the young. The officer and commission, furthermore, should initiate among the colleges as soon as possible an extensive program for preparing the student more adequately to cope with the current state of affairs which will confront him upon graduation. Such steps on your part, as just enumerated, would supply the whole movement toward adaptation with vigor, vitality, and enthusiasm.

A generation now clamors at your doors for the salvaging hand that you can extend their cause. The call to action comes to each of you at this moment, and the question is—Will you help lead the way?

SECTIONAL MEETINGS

The program of the Twenty-first Annual Meeting provided for four sectional conferences on Thursday afternoon, of which reports are given below.

SECTION "A" IMPROVED EXAMINATIONS

Dean C. S. Boucher, The University of Chicago, and
Dr. F. S. Beers, The University of Georgia, Leaders

IMPROVED EXAMINATIONS—AS BETTER MEASUREMENTS OF ACHIEVEMENT, AND AS STIMULI TO IMPROVEMENTS IN THE ORGANIZATION OF COURSES AND BETTER INSTRUCTION

Introductory Note: Section "A" was devoted to "Improved Examinations—as Better Measurements of Achievement, and as Stimuli to Improvements in the Organization of Courses and Better Instruction." The meeting was presided over by Dean C. S. Boucher of the University of Chicago, who, after an introductory statement concerned chiefly with the Chicago junior college, introduced Dr. F. S. Beers of the University of Georgia, whose paper follows. A discussion of Dr. Beers' paper, of the Chicago college, and of the experience of Harvard College with the comprehensive examinations for the Bachelor's degree, presented by Dean A. C. Hanford, extended the conference to a full two-hour session.

In order to present the material in a better organized fashion, extracts have been taken by the editor from the article by Dean Boucher in the December issue of *The Journal of Higher Education* entitled "The Measurement Business." Dean Hanford has kindly submitted a condensed statement of the Harvard comprehensive examination program.

A number of delegates in the course of the discussion asked rhetorical questions which reflected strong prejudices and biases. It was felt that as an open forum on the question announced the meeting was a decided success. There were about one hundred delegates in attendance.

F. S. BEERS

THE UNIVERSITY OF GEORGIA

IT is only in recent years that examinations have come to be regarded as a highly important phase of education, calling for special study not only on the part of those primarily interested in educational measurement as a field of scientific inquiry but also on the part of school executives, teachers, and specialists in given subject matter fields. Even so there still remains a con-

siderable number of teachers and administrative officers who deliberately ignore the problem of examining either because they desire to maintain their illusions about the traditional test or because they are frightened by the apparent complexities arising from a systematic attack upon the question.

But blind ignoring of the problem leads to serious complications. Each teacher assumes that he alone is competent to judge the achievement of his students, to set standards, to define objectives, and to predetermine the rate at which the student shall grow in knowledge and ability to apply it to new situations. In consequence each teacher becomes figuratively the tyrant of an intellectual city-state which functions quite independently and with little or no reference to anything but the teacher's own interests or wishes. The only common element which appears in the entire situation is an artificially uniform grading system—A to F or a percentage scale. Even a cursory survey of such a system immediately reveals its meaninglessness. In a Latin department for example, one teacher bases his grades on a combination of weights arbitrarily assigned to class attendance, apparent degree of interest, industry and general deportment; another ignores all of these factors and makes up his grades from daily recitations presumed to test facility in translation; still another judges his students from their scores on an end-term test in grammar, vocabulary, the translation of four long passages and the composition in Latin of ten lines of original prose. In one fashion or another traditional grades may represent every conceivable intellectual and emotional trait in combinations which no known catalyst can possibly separate.

The unit and credit system of measuring the product of education is commendable only in the ideal which it represents, namely the assignment of a quantitative index to student achievement. But the simple designation by letter or percentage of a student's worth is very often a smoke screen to cover ambiguities and inequalities. I recall a little bitterly my own experience in sophomore English. At the college which I attended two instructors offered the course. One spent an entire semester entertaining his class with anecdotes and with fine-spun interpretations which he imposed upon poetry. Actually the materials covered were four or five poems—Gray's "Elegy," Tennyson's "Crossing the Bar," Wordsworth's "Ode on Intimations of

Immortality," and Browning's "Rabbi Ben Ezra." I can still hear the dear old soul calling plaintive attention to the value of K in dark from "Twilight and evening bell, and after that the dark," and then he would pause to say, "Any questions, any questions? Do you see it? Do you see it?" Never but once do I recall an inquiry from a student, and I blush with shame to remember it. "Poppy," as he was called had said for the fortieth time that hour, "Any questions, any questions?" when a weary voice from the rear of the room drawled, "Yes, Professor, what time is it?"

The other teacher of the same course, or so it was designated in the catalogue, made use of a veritable tome of English prose and verse. He not only required his students to read this material, but he lectured skillfully and exhaustively on the social background against which the literature was written and on the personal characteristics and points of view of the writers.

In the matter of examinations these two teachers were as different as they were in the content they selected. The first one inevitably asked a single question. . . . "Write all you know about the course"; the other gave an exhaustive and detailed test which made one's head spin to contemplate. Yet the A's and B's from the one and the fairly normal spread of A's to F's of the other went on the registrar's books and represented identical values in credits and units toward a degree. The manifest unfairness or at least ambiguity of the grades is apparent but undecipherable. And the need for meaningful records is obvious. As long ago as 1845 Horace Mann in his most trenchant manner called attention to such facts: "Suppose a race were to be run by twenty men, in order to determine their comparative fleetness; but instead of bringing them upon the same course, where they could all stand abreast and start abreast, one of them should be selected to run one mile, and then a second starting where the first one stopped, should run another mile, and so on until the whole had entered the lists; might it not, would it not so happen that one would have the luck of running up hill, and another down; and one would run over a good turn-pike and another over a 'corduroy'? Pupils required to answer dissimilar questions, are like runners obliged to test their speed by running on dissimilar courses."

Mann's figure makes it clear that for the purpose of measurement some kind of agreement is necessary on what shall be measured, and the moment faculties turn their attention to this question, out of fairness to students if for no other reason, that moment marks the beginning of progress. What shall be taught immediately introduces the question, why shall it be taught? And the materials of teaching as well as the objectives of teaching come up for scrutiny and definition. Out of such inquiry the well known survey courses which are growing in number and importance throughout the country have developed. These courses are the first tentative answer which many colleges are making to the charge that the traditional fractionated and highly specialized curriculum is inadequate if not detrimental to large numbers of students and remote from the kind of reality which makes up their lives after they have finished college. But the development of more suitable courses of study is extremely difficult and calls for a reversal of established practices on the part of teachers. Courses of study which afford the student a bowing acquaintance with large and general fields of human endeavor demand that teachers direct their effort away from refining their own specialties and toward selecting core material designed to yield a comprehensive rather than a detailed view.

In many colleges at the present time defining the objectives of education, mapping out courses of study, and developing examinations which are intelligible, fair, and trustworthy has become almost a sport as well as a duty to be performed. The old refuge of teachers, namely, that education is preparation for living, has given way to an active investigation of what living means, and to attempts at defining the objectives of education in such terms that the product can be measured.

Examinations can never legitimately determine course content. By their very nature they are instruments for the evaluation of such content, not for prescribing it. But they can and do stimulate faculty interest in the selection of suitable materials and in effective presentation.

If the objectives of instruction are to be achieved, they must first be defined. And out of fairness to students these objectives should be clear and comprehensible. I recall distinctly the first attempts made by twenty instructors of freshman English to state definitely what they were attempting to teach. Each wrote

out his own definition and submitted it to a central committee whose function was to analyze these objectives and to determine what they contained in common. The upshot was laughable in the extreme and if made known would have lent much support to the charge that college teachers do not know what they are trying to do. One instructor claimed that his sole aim was to teach thinking, but he made no attempt to define thinking or to suggest how he might recognize such mental activity when he met it; another urged that his aim was to drill his classes in the mechanics of written expression—spelling, punctuation, and grammar; still another insisted that the teaching of English was an idle gesture, that students might be entertained profitably but that they could never be taught proficiency in the use of their mother tongue. And so the definitions ran. In almost every instance they represented the chief interest of the teacher, and very likely the phase of instruction in which he was most skilled.

Working through a central committee these same instructors came rather rapidly to recognize that each could not be right and everyone else wrong, and they agreed forthwith to examine their differences and to arrive at some common principles which would in part unify their efforts.

Accordingly, after much debate and no small amount of compromise, fifteen specific objectives of instruction were chosen, and the ingenuity of the instructors was turned to teaching for the achievement of these and also toward devising tests which would measure the outcomes.

For the immediate present the specific objectives selected are of less consequence than the fact that they *were selected*, and that they served admirably to focus attention upon teaching as directed toward specific ends and upon examinations as a measure of accomplishment. It should be emphasized, however, that objectives need constant revision in the light of experience and in the face of the facts which examinations reveal.

At present there is considerable uniformity of opinion among science teachers, for example, that instruction should acquaint the student with the terminology or vocabulary distinctive to the course; second, it should stimulate him to learn facts and principles; and finally, it should help him apply his knowledge of facts and principles to the interpretation of problems or situations. These are all objectives which lend themselves to meas-

urement. But until recently little attention has been given to defining objectives even in as general terms as these.

Whether the objectives of instruction are to be measured by the traditional essay type of examination or by the more commonly used short-answer test or by both is a moot question. But since the latter kind of test lends itself to uniformity and accuracy of scoring, much must be said for it. Among the very valuable outcomes of interest in examinations are the attempts that have been made to test for the same objectives both by the essay test and by the short-answer variety, and then to match the results for consistency. Where care has been exercised the degree of positive relationship between the two types of test is often surprisingly high.

Perhaps the most commonly voiced complaint against the short-answer test runs typically along the lines of the following quotation from Professor Starr:*

I may as well indicate what I consider the most serious defects of the so-called "objective" examinations. I have always thought that the most serious result of their general use is likely to be a falling off in the ability of college students and graduates to express their own or borrowed ideas in spoken or written language. Whatever can be said against the essay-type examination, the fact remains that it is a valuable exercise in the expression of ideas in written form. Students are asked to compose under pressure of time, and with a prize—a good mark—to strive for. I know of nothing better designed to promote facility in the use of one's mother tongue. When with the use of the objective form, this work of composition is done by the examiner, and not the examinee; when, in general, the student is asked merely to discriminate between bad and good examples of expressing an idea, this valuable exercise in composition is lost. It is often said that the dominating aim of French education is to promote a knowledge of the mother tongue, and the excellence of French prose, even in its most ephemeral forms, is explained by the care and severity of the instruction in composition. American education has never been modeled about the teaching of English composition, and few responsible persons could be found who would say that it should be. It is nevertheless true that the first aim of higher education should universally be the fostering and promotion of skills and abilities in the use of the native language.

* *Studies in College Examinations*, University of Minnesota, 1934, page 23.

What will come of the continued and exclusive use of objective examinations, I hesitate to think. Are we in the course of producing a mass of tongue-tied, stammering, "educated" persons? What will be the ultimate effect upon American literature? In the course of time, I suppose, no one will be able to write so much as a letter, and we shall all express ourselves in the halting periods of the telegram.

Although Mr. Starr's objections are cogently expressed and appeal strongly to the spirit of romance with which many teachers are endowed, one cannot help wondering whether the writer has legitimately identified an exercise in composition with a test in American government. Surely one desirable outcome of an education might very well be deftness and accuracy in the use of language. But is it not reasonable to assume that linguistic ability and ease in composition should be the concern of teachers and students chiefly at times other than the period of examination and that at this period other objectives deserve a place of considerable importance? After all, there are but few people at best who can write a well documented and interest-compelling essay in the space of time allowed for a test. In this connection I am reminded of Irvin S. Cobb when he was asked how rapidly he composed his stories. "Oh," he said, "I got up this morning feeling in just the right mood for writing, and here I sit at my typewriter mopping my brow and dashing it off at the rate of an inch an hour."

At present, no scientifically accurate stipulations can be laid down for the ratio between short-answer items and essay questions in any given examination. Nor can we define specifically the objectives of instruction which are ideal for given disciplines. Perhaps more attention to both of these questions has been given by the faculty at the University of Chicago than by any other group. The net result is that both the objectives of instruction and the tests for measuring achievement of these aims undergo constant revision and modification. And along with these modifications numerous contributions have been developed for refining the techniques of measurement. Somewhat similar contributions come from the General College at Minnesota and are available in the newly published *Studies in College Examinations*.

These efforts at refining techniques of measurement call for a rather elaborate organization. For example, at Minnesota's Gen-

eral College three distinct groups interrelate their work for the purpose of making good examinations. Technicians suggest specific ways and means for formulating test items, assistants who attend classes record information, principles, and the like from which examination materials may be constructed, and teachers confer and work with technicians and assistants in the actual making of the tests. In a very real sense the whole enterprise belongs to the field of research.

Even though the refining of objectives and the devising of new and valid techniques for measuring results are largely in the experimental and research stage, nevertheless highly valid measurement can be made by the use of the more familiar and more extensively tried short-answer items. The popular charge against such items, however, is that they tend to measure mere information, but until a clear line of cleavage can be drawn between knowledge and thinking, testing may legitimately concern itself with what appears to be content or informational items.

It has been rather wisely announced that what appear to be items calling merely for information actually test the result of thinking which has gone on in the past. Many expert test makers do not pretend to distinguish between memory and thinking with any degree of certainty; nor do they deny that the two are merely the extremes of a continuum and separable in the absolute at no arbitrary point on a continuous scale. For them it is not too much to admit that the actual process which one employs when he is working on a rote memory level is identical with that which he uses in thinking—namely, the process of association. But in one instance the association may be merely “clang” type; in the other it may involve more complex and more selective association.

It has been the policy of many test makers not to differentiate the two in the absolute but to attack the problem empirically. Authorities in a given field construct items which in their opinion tend to call forth more than rote memory associations. Then critics add their bit. And finally, the items in tryout form are submitted to a sampled body of students on the assumption that those making the highest scores will constitute a better criterion group for determining what ought to remain in the test than those making the lowest scores. The ordinary teacher makes the

even greater assumption that those who do well on his own tests should pass and those who do very poorly should fail.

The debate that the essay examination tests thinking and the short-answer test measures only memory is fast disappearing in the light of improved methods. But concentration of attention on the technical improvement of tests and upon increasingly specific objectives of instruction carries with it a serious danger which must not be overlooked, namely, the likelihood that the student as a bundle of capacities, drives, and interests will be lost to view. Curriculum making of the past and much of the test construction of the present are designed to drill into students at large the particular content selected by faculties as being necessary to the equipment of an educated person. When such content is selected on a purely logical basis, we are in the position of the optician who prescribes a pair of glasses for his patient without first examining the patient's eyes. There is probably nothing more unjustified educationally than the situation in which a student with fourth grade reading ability is expected to study an elaborate course in contemporary civilization demanding extensive reading of a difficult nature. It is equally unfortunate to believe that the mere defining of teaching objectives and testing for these objectives will in any measure make a first-class reader of the student in question.

If waste in education is to be reduced to a minimum, we must stop forcing studies on heterogeneous masses of children who differ as widely as the poles in the kind and extent of their native endowments and in the direction of their interests. But this change in emphasis can be brought about only through long-continued and careful observation of each pupil as he progresses in the school environment and upon carefully recorded data which will give a picture of his growth in the subjects he studies. Such growth curves depend upon the use of comparable measures of achievement given at frequent intervals during the period spent in school. When the point has been reached beyond which growth ceases, it is perfectly obvious that continued efforts at learning in the given direction are less promising than if the same amount of effort were directed along lines in which returns on the investment are more apparent.

The colleges will have fewer problems when they are able, through reference to the past history of the students seeking ad-

mission, to select those whose prospects for continued growth are good and to reject those whose limits of academic achievement have been reached during the secondary school period.

In a word, defining the objectives of teaching and measuring the extent to which such objectives have become realities in the experience of students should not be ends in themselves but should first and foremost be predicated upon a knowledge of whether these objectives are suitable in the light of the demonstrated abilities of students as shown by their past performances.

EXAMINATIONS AT THE UNIVERSITY OF CHICAGO

C. S. BOUCHER

DEAN OF THE COLLEGE OF ARTS AND SCIENCES

IT is my belief that the results of such enterprises of educational testing and measurements as those now being conducted by the Pennsylvania Study, the Cooperative Test Service, the College Entrance Examination Board, the Progressive Education Association, a few state-organized groups, the University of Chicago and a few other colleges and universities will be judged by educators a few generations hence to have a significance comparable with that of the invention of the printing press and the steam engine.

I write as a faculty member and a faculty administrator who is interested primarily in effective instruction and would cry, "Down with the testers!" as vigorously as any member of my guild, if I did not honestly believe that the testers are our best assistants at the present time in the attainment of our instructional goals.

Let me make it clear that I recognize that we are at present making significant headway in the measurement of the attainment of only a few of the significant hoped-for outcomes of college education, and that there are many that we have not as yet attempted to measure scientifically.

Our primary objective for the years of the junior college in the University of Chicago is general education, with reasonable provision for specific necessary prerequisite training for those who desire and can qualify for the pursuit of advanced work in a chosen specialized field.

Five general comprehensive examinations are specifically required of all students in the following fields: English composition; the biological sciences; the humanities; the physical sciences; and the social sciences. Two additional examinations are elective and are usually in departmental fields such as a foreign language or literature, art, philosophy, mathematics, physics, chemistry, and so on. We have abolished course credits and course marks which count for anything in the attainment of the junior college certificate.

It is sometimes said that at the University of Chicago we have divorced the examination function from the instructional function. This is only partially true. Though it is true that no instructor knows the mark of any one of his students in his field until the report of the examiners has been officially recorded, the examiners are not an independent group outside faculty control. The board of examinations is a faculty board, and the four examiners (one for each of the four large fields), though they give full time to the preparation and the supervision of the scoring of examinations, are members of the faculty and are responsible to the faculty board of examinations.

The opponents of some examination programs now in operation or in process of development are right in all that they urge against "outside" examination agencies. The examination system used by any single institution or by any group of institutions (state, regional, or national), must be under control of the faculty or faculties concerned, through their duly accredited representatives, if it is to succeed.

What we have long needed, and still need, is not a college entrance examination board controlled by the colleges, with secondary school advisory assistants, but a secondary school completion board controlled by the secondary schools, with college advisory assistants recruited by invitation. Then there could be no charge of curriculum control by outsiders, and the colleges could know what attainments to count on from the applicants they accepted.

Our experience at the University of Chicago has shown that not only the determination of what is tested for, but also the form of test, must be in the control of the faculty. This means the determination of whether a given test or examination shall be

"new type" (short-answer), or "old type" (essay), or a combination of both, and in what ratio.

Our faculty legislation says that "comprehensive examinations" shall not be interpreted as being restricted to any particular type of examination; they should include any kind of test, investigation, problem, assignment, or creative work by which the abilities, achievements, or performance of students may be measured; and the examination techniques designed to achieve these ends with the greatest degree of reliability should be the subject of continuous study by the faculty and the board of examinations. We are developing and using not only comprehensive examinations for the measurement of students' attainments for marking purposes, but also aptitude and placement tests for guidance purposes.

In the construction of each examination from the first year to the present, the ratio of new-type and old-type parts has been and is set not by the examiners alone, but by agreement between instructors and examiners. In some fields, the proportion of new-type questions has steadily increased as the instructional staff members have become expert in framing questions and in recognizing the validity of new-type questions submitted by examiners for approval.

Tests, quizzes, and examinations are frequently given in many courses for instructional purposes rather than for marking purposes. The results of such examinations are never made a matter of record in the registrar's office. When test papers are carefully read and corrected, and returned to the students by the instructor in personal conferences, as is frequently done, the test serves as an excellent instructional device.

Under our old plan some individual instructors and some entire departments were habitually high markers, while others were low markers. Phi Beta Kappa could be attained by a mediocre student who judiciously elected certain instructors and even certain departments, and avoided other instructors and departments. There was scant reliability in our marks. Our examinations now given are a more searching and more nearly valid evaluation of a student's genuine attainments, and the examination marks of the official board are much more reliable, than was true of course examinations and marks under the old plan.

When the papers of a given examination are all scored, they are arranged in score order and percentile rank. A conference is then held between the examiner for that field and one or more representatives of the instructional staff to agree upon the division points for the award of A, B, C, D, and F marks, with D passing. This is not done merely by looking for convenient "breaks" in the distribution of scores, but involves the reading by instructors of papers just above and just below a proposed division point. Still the papers are anonymous. When the final mark groups are agreed upon they are reported to the dean of the college for approval merely that he may have an opportunity to investigate unusual or apparently unreasonable instances of percentage distributions among marks.

Occasionally during the first year the dean had to serve as an arbitrator of differences between examiners and faculty members. As instructors have come to appreciate more fully the character of examination problems and as examiners have learned more of the subject-matter and the educational objectives of instructors in their respective fields serious disagreements have developed less frequently, and harmonious relationships are now the order of the day.

So seriously have the faculty members taken their obligations in the preparation of course syllabuses that most of these syllabuses have been revised each year to date. Most of our syllabuses used this year are literally hot from the press and bear the imprint "Fourth Preliminary Edition."

Most of the revisions of sections of the various syllabuses, and in some instances an entire syllabus, have come as a result of experience in the administration of the courses, and particularly from the testing of results through our continuously studied and carefully administered examination system. The appearance of syllabuses in cold type and the continuous critical study of results through the examinations have tended to smoke out defects and weaknesses in subject matter selection and organization, and in the selection and use of instructional methods. We have developed in three years more significant improvements in the clear definition of educational objectives in each field, and in the selection of materials and their organization and presentation in courses, as a result of printed syllabuses and our ex-

amination system, than would have come in a score of years without these stimuli.

THE GENERAL EXAMINATIONS IN HARVARD COLLEGE

A. C. HANFORD

DEAN OF HARVARD COLLEGE

ALTHOUGH varying in nature and content with the different fields, the general final examinations which come at the end of the senior year in Harvard College have a common purpose and present certain common features. They consist usually of two or three written examinations, each about three or four hours in length, prepared by a special board of examiners for each division or department and are given early in May of the student's fourth year. For honors candidates there is also an oral examination in most of the departments. The examining boards which vary from three to seven members each are appointed by the Corporation and thus given a very definite official standing and prestige. In the larger divisions the members of these boards are relieved of a part of their teaching load because the task of preparing general examinations with numerous optional questions, the reading of the papers, and the conduct of the oral examinations, requires a great amount of time and thought. Since the subject matter of the courses in each major field is covered by the general examination, seniors who pass the general examinations, either satisfactorily or with a certain average as determined by the respective departments, are excused from the final examinations in the courses which they are taking within their fields of concentration. This arrangement makes it possible for a student during the second half of the senior year to devote his attention chiefly to the general examination and also sets up this examination as the climax to his college work.

In order to receive the Bachelor's degree, therefore, every student in Harvard College must not only pass a minimum number of courses over a period of four years which varies from thirteen for a high honor student to fifteen or sixteen courses for the general run, but he must also, save for the Departments of Chemistry and Engineering Sciences, pass a general examination in his major subject and its allied fields. In other words, the

orthodox *quantitative requirements* for the degree based on counting a certain number of courses or units of work have been supplemented and to a considerable measure replaced by a *qualitative test* in the form of a general examination at the end of the senior year. We have come to feel that merely to require a certain number of credits for a degree is to overlook the true end of a college education—a trained and capable mind. Passing courses is a useful and essential discipline, but even if the courses are taken according to some definite plan the student should have a goal for his efforts, a measuring of his calibre which will arouse all his competitive interests in active self-education. The granting of degrees by merely counting up units of credit is too much a matter of mere bookkeeping. It makes courses an end in themselves rather than a means to an end.

At first about 10 per cent of the candidates taking the general examinations failed them, but in recent years the proportion of failure has been reduced to about 5 per cent. Most of those who fail once attempt the examinations a second time in the following year and of these about one-half finally succeed.

The general examinations are not given for the purpose of reexamining the courses which the student has taken in his field of concentration and its allied fields, but are examinations of a whole subject such as English literature, economics, history, government, philosophy, history and literature, fine arts, physics, mathematics, geology, and so on in order to determine how thorough a mastery of his major subject the student has obtained from his courses, tutorial work, and independent reading. They are not memory tests of isolated facts, but are aimed to be examinations of the student's ability to gather, compare, correlate, and understand as much as possible of the material in one broad field of learning. Every part of a student's preparation, including his lecture notes, recitations, reports, theses, tutorial work and independent reading, is thus aimed at one final goal—the general examination, which is intended not as a measure of piecemeal accomplishment in courses, but of the student's mind.

As explained by President Emeritus Lowell in one of his annual reports, the aim of the general examination is "to measure the power or capacity to use and correlate knowledge. The object is not so much to find out what facts the student knows as to

find out how far he has grasped their meaning, how fully he can apply them, how far his studies have formed a part of his being and developed the texture of his mind; in short, not whether he has been duly subjected to a process, but what, as a result of it, he has become." Because of their scope and nature, then, the general examinations differ from course examinations which cover a narrow field, place a greater emphasis on facts, and too often are designed primarily to determine whether or not the student has done the assigned reading.

Perhaps the best way to illustrate the nature and scope of the general examination is to describe briefly the set of examinations given recently in the Division of History, Government, and Economics—the division which has had the longest experience with the plan. For the sake of convenience we will assume that the student is concentrating in government. First, he takes a four-hour written examination covering the subject of government *in general* with questions on such subjects as political theory, comparative government, international relations and constitutional law, which cut across the entire field. In this part of the examination are fifteen questions, of which the student must select not fewer than four or more than six, thus giving him a wide option. The following day the student, if he is a candidate for honors, takes what is called a *correlation examination* of three hours' duration, to determine the extent to which he has worked out the relations between the field of government and one of the allied fields of either history or economics. The correlation examination subjects for a student concentrating in government include such subjects as the history of international relations, history of representative government, history of commerce, American economic history, history of economic thought, American constitutional history, government regulation of industry, international economic policies, and public administration and finance. Here again the student may choose any four or five questions from a total of fifteen to eighteen. If he chooses to answer only four questions, one of them must be in the form of a short essay to which he devotes an hour, thus giving him an opportunity, if he desires, to develop some topic more thoroughly. Two days later the student, whether or not he is a candidate for honors, takes a *special examination*, also three hours in length,

covering a more limited field within his broader field of government. This may be an examination on any one of the following special fields: political theory; comparative government; international law and diplomacy; American Federal Government, constitutional and administrative law; or American state, local, and municipal government. As in the other examinations, there is a wide option among the questions, but an essay of one hour on one of the optional questions is made compulsory.

The questions on the examinations are, in general, of the subjective or essay type which call for the application of principles and knowledge which the student has derived from his various courses in government, economics, and history, tutorial work, and independent reading. Quotations which challenge a difference of opinion, call for critical comment, and lend themselves to the essay method of treatment are used to a large extent. So far questions of the objective type have not been used.

THE TUTORIAL SYSTEM

When the general examination system was first established by the Division of History, Government, and Economics, it was felt that the student would need some guidance and individual instruction before he could satisfactorily prepare for the new tests, so provision was made for tutors. Some of the divisions which later adopted the general examination plan attempted at first to get along without tutors, but the results were so unsatisfactory that they eventually provided for them, so that at the present time the tutorial system exists in all of the departments except chemistry and engineering sciences.

When the student commences his concentration at the beginning of the sophomore year, he is, therefore, assigned to a tutor in his field of concentration who also becomes his adviser in regard to all his studies. The average number of students assigned to a full-time tutor is twenty-five; if he also gives course instruction the number is decreased proportionately. It should be emphasized that the tutors are not a subordinate type of instructor like assistants; they are teachers of all ranks from instructors to full professors. Many of the tutors give course instruction as well; and this is the ideal toward which we are striving. The chief difference between members of the faculty who are tutors

and those who give only course instruction is in the methods which they employ; the term "tutor," in other words, does not represent a particular grade of instructor or rank but rather one who is engaged in a special method of instruction. The tutor meets his students each week generally individually or sometimes in small groups of two or three for tutorial conferences which usually last one hour; in the tutorial conference the student reports on the reading which has been assigned either orally or more generally by writing a short essay which he reads to the tutor. The work assigned by the tutor has for its purpose the correlation of the material assimilation by the student from the related courses within his field of concentration, the closing up of gaps between these courses, the filling in of background, and the development of the habit of independent reading, so that the student may have a more complete grasp and systematic knowledge of his subject, and may come to see it as a unified whole and not as a series of unrelated groups of facts or ideas or as so many courses kept in water-tight compartments. In other words, tutorial work is a form of intensive individual instruction in a broad subject adjusted to the capacity and needs of each individual. It should be made clear, however, that the tutor, unlike the preceptor, does not guide the work of his students within a course but in the subject as a whole.

The function of the tutor is not that of a coach whose task is to cram the student with facts which will help him in passing the general examination. His aim is rather to get the student to do the work himself under careful guidance, on the theory that the most important type of education is self-education and that the student grasps, retains, and masters what he works out for himself better than that which is spoon-fed to him by others. The principle of self-education is allowed free play as course credit is not given for tutorial work and there is no return of grades.

When the tutorial system was first established it was superimposed upon the course system without any reduction in the number of courses required for the degree (sixteen or seventeen courses). Tutors and students justly complained that an upper-classman was not left sufficient time for effective tutorial work if he had to carry four or five courses each year. To meet this situation the total number of courses required for all students

has recently been lowered by one course thus allowing more time for tutorial work. In addition to this a high honors candidate may, with special approval, obtain a further reduction of two courses in his junior and senior years so as to allow him to do more independent work with his tutor freed from the detailed requirements of formal courses. At the present time, therefore, a good student may graduate with as few as thirteen courses spread over four years as compared with the old maximum of sixteen or seventeen. This reduction in the number of courses is not given to him unless he spends four full years in residence, because the purpose of reducing the number of courses is not to make it possible for a student to graduate in a shorter period of time, but to give him more time for independent study and individual instruction with his tutor.

EFFECT OF GENERAL EXAMINATIONS AND TUTORIAL SYSTEM

Briefly, what have been the results of the general examinations and the tutorial system and some of their problems? Perhaps the best indication of their success is shown by the fact that, beginning as an experiment in one division some eighteen years ago, these plans have by their own momentum spread to all of the fields of concentration but two.

Secondly, the general examinations have not only provided a means of testing the student's grasp or mastery of his major field as a whole instead of as a series of courses or credits accumulated one by one, kept in water-tight compartments, and more or less forgotten as each course is passed; but they also have created a strong incentive for competition among the undergraduates and have set up a distant goal toward which the student moves during his three upper years and which serves to sustain his interest or motivate his work over that period.

As stated in a pamphlet on *Recent Changes in Harvard College*, "To accomplish the ideal of self-education, and to stimulate competition, a goal must be found remote enough to require a long-sustained effort, but not so remote as to be out of sight; and a strong, conscious desire must be stimulated to accomplish it. That goal must be tangible, capable of measurement." Such a goal is found in a general examination "at the end of the senior year in a subject in which the student has done the greater part

of his work; and to make this a really large and distant goal, and not a review, the examination" has been so devised "as to cover the subject of his field irrespective of the courses which are offered in that field." As a result "the student has set before him as his object, not the passing of courses or the accumulation of credits, but the mastery of a subject by his own independent reading and work, which coordinates, includes and surrounds all that he has learned from his courses."

In the third place, the general examinations have had a beneficial influence on course instruction. Members of the faculty have been led to view their courses not as separate entities, but in their relation to the field of concentration as a whole. This has caused certain instructors to revise their lectures and methods of instruction, especially the assigned reading, topics, and course examinations. In some instances, courses which overlapped others or had little importance for the field have been dropped. The general examinations, therefore, have been as important in testing the effectiveness of course work as they have tutorial work and have been the foundation on which the whole plan of undergraduate instruction has been based, a fact which is oftentimes overlooked because of the more personal and tangible nature of tutorial work. There is no question that the general examinations have raised the tone of instruction as well as that of the work of the undergraduates.

Finally, the system of general examinations and tutors has served as a strong stimulus to scholarship and has interested an ever-increasing number of students to strive for honors, with the result that during each of the last five years from 28 to 37 percent of the candidates for degrees have graduated with honors. As stated in a recent pamphlet on *The General Examinations and Tutors in Harvard College*, the undergraduates "have a more definite aim in their work; and it may be remarked also that something of the competitive spirit in their studies has been restored; for they regard the 'divisional examinations,' as they call them, as a better test of ability and true scholarship than the examinations in the separate courses, where they feel that high marks can be more easily obtained by mere diligence and memory."

The scope of the general examination system and the number of students who have been directly affected thereby are indicated

by the fact that from 1917, the first year in which the examinations were given, until June of last year, 8450 candidates had been examined.

From all of this, however, it should not be assumed that the general examination and tutorial systems have developed without obstacles and serious problems nor that the plan is by any means perfect. At first, the framing of a new type of examination of a general nature sufficiently comprehensive to cover an entire subject, with numerous options and with the emphasis on thought-provoking instead of factual questions, was no simple task. This was not so difficult, however, as the training, development, and retention of an adequate staff of tutors who had to use entirely new methods of instruction and who had to learn that their function was to guide rather than spoon-feed their students. Also, the new methods had to prove themselves, and there were for a time some skeptics who were not very enthusiastic about the plan. The foresight of a few leaders, however, and the policy of permitting each department to adopt the plan or leave it alone and to adjust it to their particular needs, made gradual adoption and experimentation possible. As one department saw the plan succeed in another and become stronger, the system spread of its own accord and was improved until now it is clearly past the experimental stage, although there are still imperfections in detail and varying degrees of success in different departments.

SECTION "B" PERSONNEL PROGRAMS

Dean Eugenie A. Leonard, Syracuse University, Leader

IF GUIDANCE IS INHERENT IN HIGHER EDUCATION, WHO SHALL GUIDE? *

EUGENIE A. LEONARD

DEAN OF WOMEN, SYRACUSE UNIVERSITY

IN the meeting of the Personnel Section in addressing ourselves to the question, If Guidance is Inherent in Higher Education, Who Shall Guide? the panel speakers agreed to eliminate all academic discussion on terminology, accept the definition of personnel work as defined by the American College Personnel Association, and proceed at once to the questions of structural and functional significance.

Dr. Reed challenged the question itself. Her manuscript is printed in full on a subsequent page.

Dr. Brotemarkle answered the question in terms of a survey recently made by the Eastern Association of Deans and Advisers of Men including representatives from fifty-four institutions. He reports, "There is great diversity of administrative titles, duties and procedures as well as present methods and future plans. The differences arising from varying institutional administrative set-ups make any comparison invidious, even in such simple factors as titles or offices. The common thread of responsibility is student personnel activity, given expression through specific institutional structures. Personnel work is and will remain distinctively institutional. Any attempt to employ techniques and procedures developed in one college in another will require the keenest analysis and painstaking reconstruction if it is to be the least beneficial.

"*En masse*, the administrative duties and personal interests run the entire gamut of factors and functions, touching every phase

* The following persons participated in the panel discussion: Dr. R. A. Brotemarkle, University of Pennsylvania, Dr. Francis Bradshaw, University of North Carolina, Dr. Anna Y. Reed, New York University, Dr. J. Hillis Miller, Bucknell University, Dr. Esther Lloyd-Jones, Teachers College, Columbia University, Dean Mary L. Brown, The American University, Dean Eugenie A. Leonard, Syracuse University, Leader.

of student life. There is nothing of significance in the college life of the student which the personnel group does not contact. While the methods used vary in many specific details, depending on the training and experience of the individual, the general approach is that of the interview, the amassing and coordinating of all available data, and the employment of the greatest common sense in the recommendation made. Information is attained from the student, his friends or campus associates, his instructors, his student and faculty advisers or counsellors, the administrative staff, and a varying group of specialists in medicine, psychology and education. Such a mass of data is sometimes coordinated by an individual worker, a committee, or a staff group with discussion following the clinical case method. But the ultimate use of the material in the life of the student is dependent upon the individual accepting responsibility for the direction of the same, namely, the guidance worker, whatever his or her title may be."

Dean Brown, representing a personnel worker in a small compact institution, answered the question in terms of one who could know not only each student personally, but also the faculty and a sufficient number of alumni to be effective without an elaborate departmental set-up. In such an institution student-faculty relationships, vocational placement through alumni and the many interrelationships on the campus can be maintained through personal interest and contact, provided a trained worker is in charge and structural avenues exist through which to reach specialists and other resources.

Dr. Miller answered the question, "Who Shall Guide?" in terms of functions or services needed or rendered. His statement is appended to this report.

There was clear agreement that these functions are not only inherent in higher education in America today but are of sufficient importance and sufficiently differentiated from classroom procedures and other administrative functions to require trained workers. Free time and interest in a student problem have not proven to be the only prerequisites for success in meeting the problem, so that as in other fields of professional differentiation the personnel workers have gradually evolved a body of facts relating to the successful performances of their several functions.

One speaker suggested that "it is becoming a matter of definite study so that twenty-five or fifty years from now a well trained personnel worker or guidance worker will be as competent in a special way as a physician is competent. The student will not then go to an academic barber shop for medical service."

Dr. Esther Lloyd-Jones says, "It is rather amazing how little the individuals in any institution agree who should perform the functions. A study has just recently been completed of the catalogues for 1934 and 1935 of all the institutions mentioned by MacCracken in his list of 521 institutions. There are over 7,000 individuals in those 521 institutions who have titles that might be expected to imply personnel responsibility. These average over fourteen people per institution who might be expected to have responsibility for some of these personnel functions. There are also over 1,025 different titles represented in those more than 7,000 names so there is obviously no standardization of title, even for any one given function. Hence it is impossible to make more than a few suggestions as safeguards.

"First, instead of permitting haphazard conditions to remain in our institutions, that we give some critical thought and analysis to what personnel functions are needed.

"Second, that whoever is performing the personnel functions shall be a person who is qualified by natural endowments, interest and experience and training, to perform that personnel function.

"Third, that there should be some provision for coordination of the various personnel functions that are being performed by the fourteen plus individuals in each institution and that their activity should be consciously coordinated with the whole educational program of the institution."

The inevitable corollary question of, "If personnel workers are to guide, who will discipline?" was answered by Dean Hawkes. "Discipline is not punishment. I have the lovely job of administering discipline—to those who choose to call it that, for a couple of thousand or less lively boys and I don't look upon it as punishment. I look upon it as one aspect of their growing up. If I cannot take a boy, I don't care what he has done, get him to tell the truth and why he acted as he did, and then help him to analyze the motive back of his action, and point out to

him the social responsibility that he bears to the group in which he happens to be placed, so that he accepts the decision as reasonable, then I have failed as a disciplinary officer. I have no use and no sympathy with the method of going at discipline with a book of rules and set of punishments." A discipline case is a student in trouble, a student who has stumbled against some social or moral code. Help is needed—guidance of the finest type. It is the rare moment when the counsellor can interpret life values in terms of racial heritage and point to the inevitable sequences in the action of immutable laws of life. Human laws are crystallized pain. They mark danger zones. It is the counsellor's task to guide youth through the labyrinth and in the moment of confusion at some error he can, if he is wise, serve the student best. Who shall perform this delicate task?

Obviously each institution must answer these questions for its own situation. Answers Dean Bradshaw, "However, certain governing principles may be suggested. Each institution should so staff and organize its guidance agencies as to guarantee that each student shall be well known to at least one member of the staff. Probably many of the better students and all of the worse students are now well known. But there is a great group in the middle without some systematic organization we do not at present touch. The student should be known not only in part, from special points of view, as for example, physical status, educational aptitudes and achievement, financial needs, etc. He should also be known familiarly as a person.

"That such knowledge of the student may be accurate and competently used, there is necessary not only a general guidance staff of sufficient size to know and advise all the students, but also experts in such fields as health, testing, vocational guidance, mental hygiene, moral and religious guidance and the various student activities. These experts should be so organized and directed as to assist and train and directly serve students in their specialized needs.

"College and university administrations must see student personnel service as equally important with teaching, research, extension and finance. Only on these terms will the faculty have adequate time for teaching and scholarship unless the students are to be sacrificed in such a way as to partially inhibit their

capacity for profiting by their instruction. The teaching function cannot successfully be exalted at the expense of the student welfare function. Vocational and educational guidance, mental hygiene, and moral development are not related to the assimilation of English composition, natural land, social sciences and the cultural treasures of the race. The student cannot send his mind to college and leave his physical, moral and emotional needs safely at home. Neither can the student be split up into separate parts for administrative convenience.

"It is not important what office shall be responsible for the guidance of the whole student. It is not important what title shall be used to describe such service. But it is essential that it be provided and thoroughly organized. Student administration and accounting is as important as the administration of the physical plant and accounting for the budget. To conserve and not to waste students is as essential as to account for dollars.

"The phase of American college administration that is the most honored, best organized, and best staffed and supported is the business administration and its functional control is properly admitted throughout the entire range of the institution. Next in order of excellence in organization are probably external relations, research, teaching, and the last is student welfare and guidance, or student personnel administration.

"I am judging by the answer to three questions: How nearly adequate are the facilities? How thoroughly are they organized? How nearly do their authority and responsibility extend throughout the institution wherever the function in question is performed?

"With reference to guidance, has the institution provided the complete personnel and equipment adequate to afford all the students that guidance which they have a right to expect? Is the work of this division completely coordinated and responsible directly to the head of the institution? Do the remainder of the staff of the institution fully recognize the responsibility and authority of the division and use its services whenever they themselves are engaged in student guidance?

"You may ask who should coordinate this guidance service, the dean of the college, the deans of men and women, football coach, student pastor, personnel officer, alumni office, business office,

placement bureau, department of psychology or registrar? Or shall it be called guidance, discipline, personnel, welfare, or administration? Should it report directly to the faculty, president, academic dean or trustees—or to no one?

"The only general answer specifically applicable to each local situation is—"It all depends," the answer must be worked out in terms of the needs, resources, and personalities of the local situation. We can only be dogmatic in saying: first—the services must be provided or the institution must publicly repudiate the obligation; second—responsibility must be centralized and initiative decentralized if cognate agencies are to function effectively in cooperation; third—all guidance done throughout the whole institution must be integrated with the work of the special staff for guidance and it with the whole administrative organization.

"Centralization, the chief bone of contention, may be in one office or in an administrative board, or in a committee. In one institution the point of centralized responsibility may be a dean and in another the Department of Psychology, and in another the registrar. No standard answer can be furnished. As one sample of attempted correlation, the following describes our arrangement at North Carolina, which has been gradually gathering momentum since its organization three years ago. It is called "The Division of Student Welfare."

"The Division of Student Welfare is established to coordinate and promote the work of all university relationships with student's other than formal instruction. These relationships all have educational significance and are recognized as an integral part of the educational program of the university."

So guidance seems to be coming of age and demanding useful privileges of an adult profession, of casting its vote along with other well recognized administrative units in higher education toward the finer type of democratic living between the learner and learned—between pulsing youth and disciplined maturity.

ANNA Y. REED

PROFESSOR OF EDUCATION, NEW YORK UNIVERSITY

OUR topic is full of dynamite beginning with "If" and ending with "Who shall guide?" always a *T.N.T.* question in collegiate circles.

I experienced considerable difficulty trying to force the two parts of this topic to work together harmoniously until I realized that the topic dealt with two rather distinct types of guidance; the assumption with inherent guidance, and the interrogation with a purposefully planned, consciously instituted and directed guidance.

I think of the first type—inherent guidance—as an attribute of all forms of education and of all agencies and institutions which contribute their mite toward "patting" modern youth into some sort of shape that will be more or less acceptable to the world at large. This type of guidance is an unavoidable result of all relationships not only between the experienced and the inexperienced, age and youth, but between the individual and all with whom he comes in contact. The behavior patterns of others, their habit and attitude patterns and their expressions of personal taste may, any or all, function as inherent guidance. This form of guidance permeates the lower as well as the higher forms of animal life. Due to its presence the mores of one generation are available for inspection, improvement, rejection or acceptance by the next. Thus the race is inherently guided.

It is useless to discuss who shall guide with reference to this type of guidance. Everybody's doing it. We cannot escape it if we would. Therefore I would agree with those who assume that guidance is inherent in higher education.

Turning now to the second part of the topic which to my thinking implies an entirely different type of guidance. The very fact that the inherent form is omnipresent in collegiate life places a heavy burden on the second or purposeful type which, according to the postulates of the American College Personnel Association, has as its major objective the conscious individualization of higher education. This form of guidance cannot be haphazard. It must not be unconscious or destructive. It must be so organized and administered that at one and the same time it will im-

prove the practices of inherent guidance and counteract any destructive tendencies which such guidance may have, facilitate faculty-student relationships and be sure that guidance in some form is available "to stimulate and assist each individual through his own efforts to develop in body, mind and character to the limit of his individual capacity for growth."

Who shall guide? has now a different connotation. Surely not everybody. Determination of the educational functions which shall be classified under organized "personnel" rests squarely on the shoulders of the chief administrative officer in each institution. Responsibility for determining who shall guide is also an administrative function. The problem will appeal somewhat differently to administrative officers serving different types of institutions.

In a small college, say 500 students, it is quite possible and even probable that the president may decide to do the guiding himself. He may delegate it to the dean. Or he may delegate it to one or more faculty members or faculty committees comprising those who have indicated guidance abilities.

But if the institution under consideration be one of those colleges which has gradually increased its enrolment until it has become "large" it is more than likely that in its transition it will have supplemented *inherent* guidance by several units of more or less planned guidance activities, *e.g.*, a live psychology department may, on its own initiative, be experimenting with the clinical approach to student personnel problems. Some department with good business contacts may be aiding graduates to find positions and accumulating in the process considerable valuable vocational information. If such information is shared with colleagues and students majoring in other departments a second nucleus for personnel service has come into being. Or the physical education department staffed by men and women whose training has included mental as well as physical health may be offering services marginal to those offered by the psychology department.

The development of these various nuclei, some of them located on the highway, others on alluring byways finger-posted "guidance," is a logical intermediate step in institutional transition from *inherent* to *planned* guidance. As the guidance family multiplies duplications of service are bound to multiply.

The day will come when the president finds himself in a position similar to that of the old woman in the shoe—he will have so many guidances he will not know what to do. Then he will ask himself and the faculty will ask him—Who shall guide?

I would not have the temerity to offer this tormented soul an ideal guidance set-up. Nor even an ideal for local adaptation. I believe that faced with decision on this question the president will travel the fastest and arrive at his destination most safely if he travels alone.

Those of us who are “steeped” in personnel are prone to forget when we peruse an outline of guidance activities such as the one being used by our panel today that it comprises all the procedures necessary to operate an educational institution except finance and classroom instruction. We are apt to forget that these same functions were performed long before “guidance” was included in the educational dictionary. *Guidance* has neither suggested nor introduced any new educational objectives. Its major function is to facilitate the work of others, the faculty-student relationship and the realization of the objectives of the institution it serves.

Therefore, if I were a college president contemplating the final steps in the merger of *inherent* guidance and the various beginnings of planned guidance I would pray that a kind providence would guide me to select as chief guide or director and coordinator of guidance activities some man or woman who realizes (1) that guidance is a facilitating not a control agency, (2) that he must tune in rather than butt in on guidance activities already in operation, (3) that he must work with and through the faculty rather than as an independent unit and (4) that he must be eager to open the lines and cheer lustily while some one else goes through with the ball. With such a director the faculty lion and the faculty lamb would learn to guide together and even the faculty leopard might be taught to change his spots.

THE ALLOCATION OF GUIDANCE FUNCTIONS

J. HILLIS MILLER

DEAN OF STUDENTS, BUCKNELL UNIVERSITY

“**I**F Guidance is Inherent in Higher Education, Who Shall Guide?” There are values in thus hypothetically framing the subject for a discussion of personnel work in the colleges. For analytical purposes it may be changed slightly. It would then read, “Since guidance is inherent in higher education, some one must guide; and, since some one must guide, it follows that some member of, or some members of, or the staff of the institution as a whole must guide.”

THE UNDERLYING ASSUMPTIONS

This way of stating the matter focuses attention upon the major issue involved, namely, the matter of selecting the persons who actually do the work. Its weakness lies in the presupposition that we have adequately considered four fundamental assumptions. The force of logic here, as in all hypothetical propositions, forces us to at least state these assumptions. In the first place, we assume guidance to be desirable or necessary in higher education. Secondly, we assume that we have a clearly defined pattern of personnel functions. Thirdly, we assume a structural arrangement through which these functions are discharged. And fourthly, we assume that college, functionally speaking, begins with pre-selection of students and ends with the placement of graduates and that every phase of the work in between, both curricular and extra-curricular, fits into a coordinated and unified whole.

Attention for the moment should rest upon the second assumption, regarding a pattern of personnel functions. This assumption is definable. Some colleges have performed certain functions and other colleges have performed different functions. In some colleges certain functions have been performed effectively and in other colleges these same functions have been performed poorly. The time is rapidly approaching, we feel, when a uniform pattern of functions will be set up in all colleges, and accrediting agencies will measure each institution in terms of its

functional effectiveness rather than in terms of its structural set-up. The latter follows the former; it should never precede it.

The Eastern Association of College Deans and Advisers of Men, at its annual meeting in Atlantic City last year, took a step in the right direction when its newly-elected president, Dean R. A. Brotemarkle, on the basis of information he received from the members of the Association, presented "A College Student Personnel Inventory" constructed solely upon a functional basis. The Inventory includes the following functions: pre-selection, selection of students, orientation of students, selection of instructors, educational guidance, scholastic motivation, activities guidance, personal counselling, housing assistance, financial assistance, physical health assistance, mental and emotional health assistance, vocational guidance, placement service, together with the keeping of records, carrying on research, and coordinating all agencies into a personnel work-program. There are three functions which should be added to this Inventory, namely, the creation of an active social responsibility on the part of the individual students, an emphasis upon morality and religion, and the discovery of the psychological background of students through the proper testing procedures.

WHO SHALL GUIDE?

With respect to the question, "Who Shall Guide?", the writer has come to three conclusions. In the first place, the *President of the University* is either directly or indirectly responsible for the guidance program. In the small college he may be considered the personnel director. In the larger institution he will no doubt appoint a *Personnel Director*. The second conclusion is that every staff member in the college should be a personnel man or woman in sympathetic and active contact with the director and charged with responsibility for some specific phase of the guidance program. In the third place, it is desirable to set up a *Personnel Council*, consisting of all key men and women to whom are allocated specific functions of the personnel work-program.

Besides (1) directing, or appointing some one else to direct, the work-program, the president has two other major functions. He should see to it that (2) the selection of new instructors is

made partly on the basis of their ability to make some contribution to the personnel program. Secondly, he should (3) inspire his students and his staff with an active consciousness of their responsibility to society.

There are three major responsibilities of the director. In the first place, he should keep continuing, coordinated (4) records of all significant information about individuals and should make these records available, with proper interpretations, to all members of the staff of the university when they are needed for handling individual cases. Secondly, he should be responsible for (5) aiding students toward the understanding and solution of their personal problems, always directing them to the best-informed sources of assistance. Thirdly, the director is responsible for (6) supervising and coordinating all agencies and factors in the student personnel work-program, including the people who guide.

THE PERSONNEL COUNCIL

The personnel council is composed of two major divisions. The first group consists of certain individuals responsible for specific services which the university is able to render to students. The *Publicity Director* (or Public Relations Officer) and the *Director of Admissions* (7) outline the offerings of the college to prospective students and challenge them with the attitudes conducive to the most wholesome acceptance of the college and its opportunities.

The *Director of Admissions* (8) determines the qualifications of applicants, refuses students whose qualifications indicate likelihood of failure, and directs students to other institutions better qualified to meet the students' needs.

The *Academic Dean* directs and supervises all matters pertaining to (9) academic advisement, including the choice of courses and major subjects, incentives to study, and improvement in study techniques. In institutions where the faculty is organized on a group basis, the *Chairmen of the Academic Groups* should be responsible for working out a plan of academic guidance in cooperation with the personnel director and the dean. Where this arrangement is not followed the plan should be operated through *Degree Course Chairmen*. (10) Scholastic motivation should be achieved through the lives and attitudes of the *Instruc-*

tional Staff, and through administrative agencies, directed by the dean, and receiving the hearty cooperation of the instructional staff.

The *Chairman of the Freshman Week Committee* is responsible for (11) coordinating every effort on the part of the instructional staff, administrative staff, and student agencies, not only during Freshman Week but throughout the first year, toward introducing and orienting students to all phases of college life, including the responsibility the college assumes and the responsibility of the students to themselves, the college, their parents, and to society.

The *Health Director* (12) coordinates all medical and health services, and he creates a sensitiveness to sanitary and environmental conditions, both on the part of the students and of the university.

A trained *Psychiatrist*, or the best psychiatrically-equipped person on the staff, is responsible for (13) guidance in mental and emotional health and should exhaust every resource available for the solution of problems arising in this area.

The *Chairman of the Housing Committee* is responsible for favorable (14) housing conditions for students and for seeing that they live together cooperatively.

The *Financial Assistance Officer* (15) coordinates means of economic help, investigates economic needs, and assists students in developing self-responsibility in financial matters.

The *Vocational Counselor* (16) utilizes every facility for vocational guidance, including literature, tests, and persons best qualified in the various faculties to handle individual cases.

The *Placement Officer* does not effect all the placements, but (17) directs the placement program and utilizes all departments and agencies best qualified to make contacts with prospective employers.

The *Chairman of a Committee on Measurements*, in close cooperation with the personnel director, is responsible for (18) discovering the psychological background of students and directs all testing procedure.

The *Chairman of a Personnel Research Committee*, in close cooperation with the personnel director, is responsible for (19) carrying on research and for seeing that personnel functions and personnel research go hand in hand in reciprocal fashion.

The *Religious Director* should (20) coordinate the entire religious program of the college, including the curriculum, chapel, and other agencies.

THE CENTRAL COMMITTEE

We now pass to the second major division of the Personnel Council, the Central Committee. It consists of faculty advisers who (21) supervise the major activities and interests of students. It should at least include *Advisers on Dramatics, Citizenship, Social Relations, Publications, Athletics, Honorary and Professional Societies, Musical Activities, Literary Activities, Religious Activities, Forensic Activities, Government, and Business Relations*. The Central Committee serves as an advisory council for the director of personnel and for the individual advisers who compose it. It is also an active part of the *Student-Faculty Congress*. These faculty advisers sit with the student council, consisting of fifteen or twenty representatives from interest groups on the campus, and together they (22) legislate on all matters except those having to do with academic affairs and student discipline. At all the meetings of Congress the *Adviser on Government*, who is professor of political science, sits by the president of Congress, who is a student, and difficult questions of government are referred to him, thus giving him an opportunity to teach the principles of good government. The *Adviser on Business Relations*, to give another example, is responsible for supervising all the business relations of students in their many activities on the campus. Likewise the *Adviser on Social Relations* supervises all social relations, aims at a balanced social life, and effects social control.

UNDERLYING PHILOSOPHY

The foregoing program is featured by centralized control and decentralized responsibility, the use of thirty-two key men and women with at least twenty more serving on committees charged with specific functions, the allocation of responsibility for a pattern of twenty-two specific functions, the elevation of guidance in extra-curricular activities on a par with the curricular as a means of shaping lives and molding attitudes, the correlation of theory and practice in teaching and guidance, and the unification and coordination of the entire guidance program of the college.

A GUIDANCE PROGRAM AS ADMINISTERED AT THE OHIO STATE UNIVERSITY *

ESTHER ALLEN GAW
DEAN OF WOMEN

THE DEFINITION OF GUIDANCE

THIS is a note concerning a guidance program as it actually exists on a large state university campus. It is not an attempt to say what a potential program of guidance should be. Neither is it a description of a program on paper which looks clear and logical but which is not actually carried into effect. The Ohio State University, as almost all others worthy of the name, is committed to the solution of the best methods of social education. The social education process—to distinguish it from education in history, mathematics, or a language—is often called “guidance.”

The modern processes of guidance have grown out of the studies of social development made with intelligence and energy under the auspices of the social sciences and arts in the past three decades. The social process, according to Kimball Young, “deals with three variables—social groups, culture patterns, and individual organisms.” I will reverse the order of these three variables in giving the general theories and principles on which effective guidance officers base their practices.

First, all guidance advisers recognize the “individual organism” of the student. Whether it is a college secretary, a doctor in the student medical service, or a clerk in the office of the dean of women, he or she tries to understand all the signs of health or illness, emotional stability or instability, intellectual effectiveness or ineffectiveness in the “individual organism.” Many, if not all, of these officers are using the tools of modern education in meeting and interviewing or counselling and advising the individual student.

Although they may never use that phrase, guidance officers also are interested in “culture patterns.” Information about

* Originally prepared by Dean Gaw, at the Editor's request, for one of the fall issues of the BULLETIN and unavoidably held over, this paper forms a valuable contribution to the discussion of personnel programs from the point of view of a tax-supported institution.

the family background is constantly sought for a means of better understanding. Rural and urban environments are reported as necessarily forming the pattern of the individual. The type of preparatory school, whether private or public, large or small, co-educational or segregated, with its indentation upon the individual is consciously considered by all guidance officers. Reports of cultural patterns constitute a large part of the records kept by every guidance officer.

Guidance officers also are most eager to help students in the development through "social groups." Some officers, such as the directors of student unions and those in any housing units, are actively engaged in fostering the life of students in groups. Others try to send students who seem solitary or lonely, or students whose growth of social life seems stunted, into situations where they will have a chance to learn to work or spend their leisure with groups of other students.

The temporary or cumulative devices for keeping records are used by all these officers. Filing systems, the outgrowth of the need of the agency, office or department, are universal and usable, even though not identical in the various offices and agencies. They all carry, however, comment on the three essential processes of social development, namely, comment or information that is distinctly "individual" or the description of the person, comment which shows the "cultural patterns" of that person, and comment on his "social grouping" and development.

Above I have stated the principles of guidance as they seem to be generally recognized in the University. The rest of the article is essentially concerned with three administrative methods of carrying out such a program. The first method of administering guidance is through general University agencies. There are seven of these at Ohio State University. The second method of administration is through groups of those officers which are responsible to the college units of the University. There are five colleges which have a great many undergraduate students, namely, the College of Agriculture, the College of Arts and Sciences, the College of Commerce and Administration, the College of Education and the College of Engineering. These are the colleges where the guidance program as a separate unit can be distinguished. In each case the program is one of the individual

college and the officers are appointed by the college. The third method of administration is through guidance officers who are directly responsible to the president, and are set up for general University service. These are the registrar, the examiner, the dean of men and the dean of women, and others.

AGENCIES FOR GUIDANCE

There are seven standing boards or committees which offer guidance of various types to all students on this campus. The names of these agencies are Freshman Week Committee, University Loan Committee, Committee on Intelligence Tests, Council on Student Affairs, Student Medical Service, the Psychological Clinic, and the Phonetics Laboratories Speech and Hearing Clinic. These agencies are organized in four different ways and differ in their administrative set-up. The Freshman Week Committee and the University Loan Committee are directly responsible to the president. The Committee on Intelligence Tests and the Council on Student Affairs are Faculty Committees set up by faculty rules. The Student Medical Service is under the direction of the dean of the Medical School although its budget is operated through the office of the president. The Psychological Clinic is both budgeted and directed by the Department of Psychology. The Speech and Hearing Clinic is budgeted and directed by the Phonetics Department. Two agencies also have been appointed within the past two years by the president to meet a special emergency.

The first of these is the committee for the administration of FERA. The FERA Committee, under the personal direction of the vice-president of the University, with the help of all the other guidance agencies on the campus, gave work to more than nine hundred students in the spring of 1934 and will give work to more than eleven hundred in the Fall Quarter. This task would have been well-nigh impossible if the agencies already mentioned and the officers to be further mentioned in this article had not learned how to gather information about college students and then how to interpret that information. The FERA project has also become an interesting trial of "students at work" which has been so much talked of educationally. Doubtless in many individual cases the experience in

working in some University department has had definite value as vocational experience.

Another committee, called into being for a special purpose by the president and which constitutes a guidance agency, is that which has lately taken up the matter of deferring of fees, and remission of fines. This committee consists of the vice-president as chairman, the dean of men, the dean of women, the comptroller and the assistant comptroller of the business manager's office. Such economic situations as these two in which students ask for delay in paying tuition, or remission of fines for non-cooperation with college regulations, involve the advisers in all the devices of interview, guidance and record. They also involve an understanding on the part of advisers of the "individual," his "cultural background" and his "social environment," if a proper decision is to be made.

GUIDANCE OFFICERS RESPONSIBLE TO THE COLLEGE UNITS OF THE UNIVERSITY

The guidance officers in the colleges are the secretaries, junior deans, department advisers, and placement advisers. Even when these officers bear the same name in the ten colleges their respective programs are not necessarily identical. College secretaries differ greatly in their programs of guidance. College junior deans, although they are very closely coordinated into a council which meets weekly, do not carry out their programs in the same way in their respective colleges. Department advisers certainly differ much in the kinds and types of advice which they give and are not even organized in the same way within departments. and the placement advisers show wide varieties in the colleges. This I think is one of the things which is often forgotten in a description of a guidance program. We assume that calling officers by identical names necessarily means that they do the same kind of guidance.

I cannot describe the many activities of the secretaries and junior deans with their varieties of individual emphasis, but I would like to mention in passing two guidance activities which appear among them. These are the recognition of students of superior ability and the cooperation with college councils.

On this campus within the last three or four years there has been a distinct move to recognize the students of superior academic possibility. The recognition of these students has been carried on to a great degree by the college secretaries and junior deans. This recognition has found expression in simple dinner meetings in the spring of the year to which are invited all freshman students with a relatively high degree of academic adjustment for two consecutive quarters. Four of the undergraduate colleges now give scholarship banquets in the Spring Quarter of the year. The College of Engineering does not give a dinner but sends each freshman an engraved card of recognition, at the same time sending a card of congratulation to his parents. The public recognition of scholarship gives an impetus to a fine kind of academic work and becomes a very active agency of guidance.

The college secretaries, as well as the junior deans, are also interested in what are called the "College Councils." These are councils which consider the students' ideas in regard to academic procedure, and in regard to all student relationships in the respective colleges. The differences between colleges are rather clearly indicated in the constitutions of the various college councils. All colleges appoint faculty advisers; in Engineering the dean himself advises the College Council; in Education the junior dean is the adviser, while in the other colleges the secretary is the official adviser. In Agriculture and Engineering the Council is made up of the presidents of all professional organizations in the various departments. In Commerce the Council is formed in much the same manner, also including representatives from the honorary Greek letter organizations. The Arts Council, however, is a self-perpetuating board in which the students of any one year recommend their own successors. Representation on the Arts Council is by departments, including representatives from Colleges of Medicine, Dentistry and Law. The Education Council asks that representatives from a dozen or more departments apply for seats. These representatives-to-be must have a reasonable academic record, and are chosen by the retiring representatives after consultation with the various departments. The Education Council has recently made a study of the social outlets and facilities of the students in that college.

The third type of advisers already mentioned in the colleges is made up of the department or division advisers. This kind of advising, of course, is one which has been familiar in American education for years. The department adviser has been more or less consistently faithfully used, I imagine, throughout the whole history of American education. Perhaps the whole concept of personal guidance grew out of their needs as advisers. They are almost entirely concerned with the direction of sophomore or upper division students who are majors in their departments.

In the College of Agriculture sophomores are almost without exception assigned to various department advisers; this is true, also, of the School of Home Economics. In the College of Arts and Sciences juniors who have declared their majors are assigned to faculty members of their respective departments for academic advising and for approval of schedules. In the College of Commerce advice on schedules is given by heads of divisions, although the schedule is actually worked out with the assistant to the dean, and the sophomore petitions concerning withdrawals, etc., are handled by the junior dean. In the College of Education alone is sophomore advising carried along in almost the same form as freshman advising. In the College of Education the advice on schedules is almost entirely centralized in the college office. Some departments such as Music, Physical Education, Fine Arts, and Vocational Education give departmental advice after the freshman year. In the case of the department of Physical Education for Women this is very thoroughly worked out. The majors in that department are well known to the staff and are under constant advice.

In the College of Engineering sophomore advising is largely a departmental matter, although the junior dean continues to see many who have moved up from the freshman to the sophomore year. In the College of Arts and Sciences and in the College of Education those working for a degree with distinction have very special advisers in doing their work. These advisers are appointed by the department. It will easily be seen that since the department advisers come in such close contact with the academic work of the students they necessarily also become involved in the personal adjustments of the students.

The fourth type of advisers who head up in the colleges are the advisers for placement after graduation. In the College of Engineering and in the College of Agriculture the faculty members of various departments receive notice of particular openings from employers and place the properly qualified students in those positions. Placement is de-centralized rather than centralized, probably with better results in placement of that kind growing out of those two colleges. The two colleges where there are formal placement officers are those of Education and Commerce and Administration.

GUIDANCE OFFICERS RESPONSIBLE TO THE PRESIDENT

The guidance officers directly responsible to the president are those whose names are familiar in the histories of guidance. The registrar, who is a woman at Ohio State University, the University examiner, the director of the men's union, the dean of men, the superintendent of the dormitories, and the dean of women, with their corps of assistants and clerks must be guidance officers. I cannot go into details of description but would like to briefly mention one of the somewhat unusual activities of the sixth officer in connection with women students in housing groups.

General supervision of housing is administered by the dean of women. The housing scheme of the University includes (1) the University dormitories, (2) twenty houses accommodating from five to fifteen students, (3) about twenty sorority houses accommodating from ten to twenty members, and (4) students housed with relatives or in other private homes. The University dormitories are directly under the supervision of the superintendent of residence halls, who cooperates with the dean of women. The University houses are maintained and operated by their owners, under the auspices of the University. The head residents and the students in them are directly responsible to the dean of women. The sorority houses are maintained by the active or alumnae groups of the various national sororities and have a head resident employed by the group. These houses are directly responsible to the dean of women for their administration. The students in private families, whether working for board and room or paying for their housing, are under the supervision of the dean of women.

The presidents of all houses where women live, whether they are the University dormitories, the privately operated dormitories, the University houses or the sororities, form standing committees of the Women's Self Government Association. The campus is so large that there are three of these committees divided according to the differences in the types of housing. These committees have bi-monthly meetings with the same member of the staff of the dean of women as adviser. These meetings become centers for social education and guidance.

The dean of women or members of her staff meet once a week with those students from out of town who are not housed with groups of students. In the Fall Quarter of 1933 there were thirty-eight freshmen working for room and board for the first time on this campus. These students meet once a week to discuss the difficulties of the relationship with employers, to be given some help on the nice ways of helping in a household, and to be helped in budgeting their time between their work, studies and recreation. For these freshmen these weekly meetings continue throughout two quarters.

The associate dean of women has charge of the placement of undergraduate women in jobs of all kinds, and also has charge of the Vocational Guidance Conference given in the fall of each year for all women. The week of the Vocational Guidance Conference is followed by conferences on special vocations which take place throughout the year.

* * * * *

It is evident on the Ohio State University campus that colleges, departments and even advisers are not pursuing exactly the same course in their methods of guidance. The five recent articles written by guidance officers on this campus give more specific details about the varieties of educational processes at work here. Such a brief overlooking of all the devices used, however, makes it equally evident that the college student need not lack guidance, if he wants it. Thus we come back to the introductory sentences, and feel assured that this great University is determined to educate its students not only in the academic, but also in the social processes of life.

This University reflects in its guidance the diversities of its administration. Sometimes the guidance comes about through

all-campus agencies; sometimes it is the product of the genius of the college and thus reflects its tendency toward centralization or toward de-centralization; sometimes individual advisers function for the whole campus with highly specialized functions. The important point should be kept in mind, that as effectively as the human beings who are agents can work, and in spite of the diversities of administration, guidance is a living function of the University.

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SECTION "C" FINANCIAL RELATIONSHIPS

President William Mather Lewis, Lafayette College, Leader

FINANCIAL RELATIONSHIPS OF THE COLLEGES— FEDERAL GOVERNMENT, ALUMNI AND OTHER DONORS, TRUST COMPANIES, INSURANCE COMPANIES, AND THE LEGAL PROFESSION

WILLIAM MATHER LEWIS

PRESIDENT OF LAFAYETTE COLLEGE

THE sectional meeting on Financial Relationships of the Colleges—Federal Government, Alumni and Other Donors, Trust Companies, Insurance Companies, and the Legal Profession was attended by more than a hundred of the delegates. In opening the session President W. M. Lewis, who was the section leader, stated that although for the present the flow of large gifts was in great measure stopped, still there were many ways in which colleges could make up the deficiency by taking intelligent advantage of the opportunities open for securing a large number of small gifts from various sources. He suggested that it would be helpful to all in the conference if those who had developed any such plans would present them.

President Marsh, of the University of Boston, then gave an interesting resumé of the efforts made by the Association, under his direction, to secure various forms of Government aid and at the close of his statement a lively discussion developed, and informal expression was given by all present as to whether or not they favored the continuation of the FERA part time work plan in the colleges, and also as to their desires in the matter of urging the Government to make money available at a low rate for the refunding of debts or for new building projects.

Mr. LeRoy A. Mershon, speaking for the American Institute for Endowments, explained the plan by which trust companies, insurance companies and members of the bar can through proper organization and cooperation greatly aid the colleges in the matter of securing trust funds and other bequests, and in having institutions named as beneficiaries in life insurance policies.

Attention was then turned to the matter of alumni fund campaigns. A number of statements concerning the success of these enterprises in various parts of the country were given. It was the consensus of opinion that where only a mail campaign was carried on the percentage of cost was so high as to make the value of the enterprise somewhat questionable. A wisely planned campaign of a personal nature, where contacts with alumni were made by their class representatives or other well-known graduates, was advocated as the best way not only to secure funds but to stimulate alumni interest in the welfare of the college.

THE YALE INSTITUTE of Human Relations is a research organization which neither offers courses of instruction, accepts students for post-graduate work, nor confers graduate degrees. Its educational activities are carried on by the departments of the Graduate and Professional Schools whose faculties have interests in the research program of the Institute. The materials resulting from these researches are used for purposes of seminary instruction to students regularly registered in the Graduate and Professional Schools of the University.

The organization of the Institute comprises several divisions. Among these the principal ones are the medical sciences, psychology, including genetic psychology and psychobiology, sociology, and anthropology. In each of these divisions specialized research work is under way pertinent to the subject-matter of the field concerned. The distinctive feature of the Institute, however, is its central research program in which representatives of each of these constituent divisions are active. This program consists of a series of long-range research projects bearing upon human relations in the modern world. The several projects are so organized as to offer opportunity for cooperative research to representatives of all the divisions of the Institute. The group of research projects as a whole forms a program which deals with human problems of the modern urban environment, these problems being subject to many-angled attack from the standpoint of the psychologist, the psychiatrist, the physician and the social scientist. The basic aim of the Institute is to promote this type of coordinated research in the belief that the cooperation of experts in different fields in the study of modern social problems will promote an understanding of human relations and form the basis for practical measures of betterment.

SECTION "D" RECRUITING FOR ADMISSIONS

President Charles J. Turck, Centre College, Leader

REPORT OF THE COMMITTEE ON METHODS OF STUDENT RECRUITING*

CHARLES J. TURCK, *Chairman*

PRESIDENT OF CENTRE COLLEGE

I

THE PROGRAM OF THE COMMITTEE

ON July 25, 1934, the Association of American Colleges announced the appointment of a Committee with these three functions: (1) to make a study of unfair competition in student recruiting and in other forms of competitive procedure; (2) to make a careful study of helpful methods of cooperation already in process among several groups of colleges; (3) to suggest approved principles of procedure adapted to the needs of the various regions of the country.

The first official act of the Committee was an endeavor to secure from the colleges of the country statements concerning the three matters which we were appointed to study. We have received splendid cooperation from the colleges and have gathered together a mass of material which ought to be of value to any group subsequently studying these matters. The compilation of this material was made in the office of the Association.

Our second official act was to conduct the round table sectional conference in connection with the Atlanta, 1935, session of the Association of American Colleges. Our third official act is the submission of this report to the Association of American Colleges.

Of the 146 institutions replying to the circular letter from the Committee, all but thirty stated that they recognized the problem of student recruiting as a serious one. Of these thirty to which student recruiting was not a problem, the majority are

* Members serving on the Committee were Presidents Charles J. Turck, Centre College, *Chairman*, Remsen D. Bird, Occidental College, L. W. Boe, St. Olaf College, Albert Britt, Knox College, W. P. Few, Duke University, Clifton D. Gray, Bates College, Ralph W. Hutchison, Washington and Jefferson College, and Dean R. W. Ogan, Muskingum College. On January 18th the Association voted to continue this Committee with the title, Committee on the Enrolment of Students.

located in New England and the Middle Atlantic States. With the possible exception of these two areas, we believe that practically all non-tax-supported colleges recognize that present methods of recruiting students include many undesirable features, and there is a practically universal desire that the approaches that colleges necessarily make to prospective students might be made on higher educational and ethical levels.

The Committee recognizes that student recruiting is a legitimate activity of the colleges. Every institution has a right to seek contacts with prospective students. The right kind of student solicitation will help a college to select the kind of student that it desires to serve. It will also help the student to choose the college that offers to him the courses and contacts that he desires. In addition, many young men and young women whose financial limitations would preclude their attendance at college on a full-pay basis are made acquainted with opportunities by which they can reduce the cost of college, and are thereby enabled to receive a college education, of which they would otherwise be deprived. The Committee is particularly anxious that no part of this report be construed as a criticism of any institution that is making liberal grants in aid of needy and deserving students in accord with the historic policy and benevolent desires of the school.

There is, however, a wrong type of student solicitation to which we believe attention must be called. A typical case would be the institution that finds its endowment income flattened out by the depression and its sources of benevolent gifts dried up. The president has a faculty and buildings on his hands. If he can fill his classrooms, he can pay his faculty something at least. Under these circumstances, the effort to secure students is made with extraordinary vigor. Special offers are made with increasing frequency and amount. Other colleges are drawn within the circle. Competition becomes keener. The ultimate end, if the process be allowed to run to its ultimate end, will be bankruptcy, not merely for one college, but for all that are drawn within this circle of unlimited financial favors for all prospective students.

It is against this type of recruiting for students that the Committee raises this report of warning. Without attempting to

make a complete list of practices that are more or less common in competitive student recruiting, we suggest a few that we deem to be so obviously improper that their statement is their condemnation.

1. Statements, printed or oral, that are not accurate and truthful, statements that are exaggerations, statements that are in derogation of other colleges or draw comparisons unfavorable to them.

2. Offers of aid made merely to offset offers from other schools.

3. Offers of aid made by field representatives in their discretion without faculty or administrative control.

4. Offers of aid beyond the power of the financial resources of the college to meet, except at the expense of the faculty, whose salary scale will be in many schools permanently reduced if student fees are too greatly decreased.

The fundamental harm in this type of student recruiting is that it considers the institution's immediate necessity rather than the student's best interests. All student recruiting must be based on the principle that the guidance and financial aid and prospective college work offered to him are good *for him*. A secondary harm is that the student, wrongly induced or over-persuaded to come to college, comes to the institution, not as the son of the kindly mother (*Alma Mater*), but as a part-owner of the premises, critical, demanding and unsympathetic.

Your Committee believes that this problem can best be handled by state and regional groups of colleges that serve the same area and that are willing to talk over in a friendly spirit their methods of recruiting, their problems and purposes. We commend such studies and conferences as those of the Ohio Conference of Colleges, the Midwest College Conference, the Federation of Illinois Colleges and other groups, and hope that the number of such studies and conferences may be increased this year. The Association of American Colleges may well be a clearing house for the exchange of information on these matters, but the most effective attack on the problem will come from the state and regional groups.

In the interests of clear thinking and accurate statistics, the Committee ventures to suggest that all colleges confine the word "scholarship" to an award made on the basis of merit, and

we suggest the words "grant-in-aid" as describing other awards made on the basis of need. Such aid may be in the form of a loan or an outright reduction of tuition, but it should not be called a scholarship in either case. This is not merely a matter of a choice of words, but goes to the heart of the problem. If groups are to talk understandingly about their practices, they should speak the same language, and it should exactly designate the kind of aid given, whether on basis of merit (a scholarship) or on basis of need (grant-in-aid). Furthermore, all such awards should be accurately described in the catalogue, complete records kept thereof, and full exchange of information given within the groups of colleges interested therein.

When students are given aid by a college job at which they earn part or all of their expenses, our suggestion is that such jobs should be awarded on the basis of need and/or ability, and that the job should represent services actually rendered by the student. The rate of pay per hour should not exceed the prevailing local rate of pay for such part-time employment.

In regard to the recruiting of athletes, we take this occasion to reaffirm the historic position of American educators, that students who are athletes should receive no more and no less consideration than any other group of students. All students should be treated exactly alike as regards scholarships, grants-in-aid, loans and jobs. We believe that this historic attitude is sound, and that athletes themselves would benefit greatly if all institutions would receive and treat them exactly as all other students.

We recognize that this situation is an ideal rather than a reality. We have no desire to affix the blame for the present deplorable situation in the recruiting of athletes and their subsidization, nor do we intend to go on a muck-raking expedition to discover individual offenders against the ideal we have announced. We appeal to presidents, faculty members, coaches, athletic directors, students and alumni, to observe in letter and in spirit the lofty standards of college sport, and to resist, no matter what the pressure, the temptation to professionalize college football and other sports. We admit our inability thus far to control the situation, but we refuse to haul down our banner.

II

METHODS OF STUDENT ENROLMENT

IN the economic world, it is now recognized that while one type of competition may enliven trade, another type of competition may be the death of trade. Likewise in the educational world, college administrators with few exceptions are cognizant of the dangers to their institutions that inhere in an unregulated and unrestricted competition for students. The appointment of a Committee on Student Enrolment by the Association of American Colleges on July 25, 1934, and its continuance at the 1935 Atlanta meeting are indications of the widespread interest in the educational, financial and ethical problems that are connected with student recruiting.

The circular letter sent out by the Committee to all member institutions received 146* replies, all but ten of which made definite contributions to the study of the problem. Of the presidents replying, thirty stated that their institutions were not affected by competitive recruiting. A number of these are in New England and in the Middle Atlantic states. Some are tax-supported. A few are technical schools. With the possible exception of the two regions mentioned, the non-tax-supported colleges of the nation are practically unanimous in their recognition of a situation that is filled with serious complications.

The Committee on Student Enrolment came to the conclusion that while the problem is a national one, it can best be attacked by groups of institutions that lie within the same competitive area. The national Committee can serve best as a clearing house of information, but the state and regional groups of colleges must work out their own salvation by a full and frank interchange of opinions and facts. Assuming that there is a genuine partnership of all institutions of higher learning in America, whether state-supported or privately endowed, and that both types of institutions should be encouraged to continue and expand their services to the youth of the nation, the Committee has not recognized any difference in the two types of institutions in their approaches to prospective students. State and regional

* Other replies were received too late to be included in the report at Atlanta.

associations attacking the problem may well include both types of colleges, in order that the total impact of higher education on high school graduates may be a unified and orderly process.

The valuable material which has been submitted to the Committee in long and carefully prepared letters from more than one hundred college presidents should not be lost to the state or regional groups that may study this problem in the next few months. A summary of the answers to the first two questions of the Committee's questionnaire is therefore set forth in the following paragraphs. Information on the remaining questions which dealt with specific practices has been collected, and can be had on application to the office of Dr. Robert L. Kelly, Executive Secretary of the Association of American Colleges.

The first and most important question asked by the Committee was: "What do you consider the most important ethical problems which have arisen through highly competitive methods of recruiting students?" In the 100 answers to this question, there was recurring emphasis on four main points. (1) Present competitive methods have an unfavorable effect upon the student himself. (2) One institution through its recruiting officers or field agents will, deliberately or unintentionally, misrepresent the claims of another institution. (3) Scholarships are frequently granted on an improper basis, without careful investigation, without discrimination, and for concealed purposes. (4) Scholarships, grants-in-aid, rebates, deferred payments and jobs are used as inducements to persuade students to enter the college as against another college which will then feel obliged to reply in kind.

Many colleges executives expressly stated that the most serious difficulty in present methods of competing for high school graduates was the effect upon the student himself. "He develops an exaggerated feeling of his own importance with so many colleges bidding for his attendance." "If the competition, though entirely ethical, has any appearance of sharp practice, the student will have his underlying standards somewhat warped through what seems to him to be the practice of the colleges." "If there is any value in academic dignity in its effect upon young people, it is lost when colleges use the technique of the auction counter to obtain patronage. When a young man or woman begins to

correspond with several colleges to obtain competitive offers, it takes the victorious college an inordinate amount of time to place the student so obtained in a correct relationship to his purpose in attending college at all." "When prospective students become aware that institutions are competing for their presence, particularly to the extent of offering unwarranted grants-in-aid, so-called "scholarships," promises of "jobs," which often require little or no service, and other concessions, the general undermining of the moral fibre of the students is inevitable, and the institutions whose main reason for existence is the development of a high quality of manhood become in effect serious promoters of the very opposite." These are serious statements that go to the heart of the problem. If present methods of securing students injure the students, no amount of benefit to the institutions, real or fancied, can justify the procedure.

Misrepresentation of other institutions seems to be more common than one familiar with the high ethical professions of the colleges would expect. It must be remembered that many instances of alleged misrepresentation may be nothing more than the over-zealous remarks of an enthusiastic undergraduate. Rumor enlarges these playful comparisons until by the time they reach the campus of the maligned institution they have assumed the proportions of a formidable indictment. Nevertheless, enough specific instances have been reported to establish the charge that many field representatives have indulged in the reprehensible practice of misrepresenting rival institutions. The earnestness with which many colleges call for "plain truth-telling, simple honesty and ordinary courtesy" is evidence that they are convinced that they do not receive fair treatment from the field men of sister institutions.

The practice of employing irresponsible students as solicitors, who are paid at least in one college at the rate of \$10.00 a recruit, is one that no reputable institution can afford to follow. It may be questioned whether any student has mature judgment enough that will equip him to be a fair advocate of his own institution as compared with the institution that has been its chief rival in football or debate. It is also an obviously dangerous practice to pay field representatives on a commission basis, since their personal interest is then involved in every prospect whom they

interview and their devotion to high educational ideals may not be sufficiently strong to keep them altogether fair and truthful in discussing another college.

The report of the Committee on Student Enrolment contains a blanket prohibition against "statements that are not accurate and truthful, statements that are exaggerations, statements that are in derogation of other colleges or draw comparisons unfavorable to them." The responsibility for such statements, made by representatives of the college, rests squarely on the head of the institution. Untruthful or unfair persons should not be retained on any college staff after these qualities are revealed—such persons do not belong in the educational field in any capacity, least of all in the important places wherein they represent the college to the public and to prospective students. One of the best methods of placing competitive practices on a high level is that adopted by the field men of the Ohio colleges who meet in their own conference and frankly discuss the best practices which they intend to follow. Educators in every competitive area should encourage such conferences.

Much criticism is directed against the prevailing methods of granting scholarships. The Committee report calls for a clear demarcation between scholarships awarded on the basis of merit, and grants-in-aid awarded on the basis of need. While the same practices are equally objectionable under whatever name they may be carried on, it would clarify the problem if the term "scholarship" were confined to prize awards, as to valedictorians or winners of competitive examinations, and other awards on the basis of merit. In fact, if scholarships were thus defined, the problem would at once shift from scholarships to various forms of grant-in-aid. The indiscriminate use of these grants, unsupported by endowment and controlled usually by the executive alone or, what is worse, by the field representative alone, is the heart of the problem. How can these grants to needy students be properly regulated, without interfering with the praiseworthy efforts of many educators to help deserving young people to a college education for which they cannot afford to pay?

There are two aspects to this problem, as has already been stated. One concerns the careless and indiscriminating manner in which these awards are made. The other concerns the use of

such grants as weapons of competition with other institutions, usually employing the same weapons. The two problems are intimately connected, however, as a carefully supervised awarding of aid in its various forms will prevent much of the reckless struggle to get students by all kinds of financial concessions. The control of all scholarships and grants, whatever their name or form may be, must be kept in the executive offices of the college. A full and complete statement of all available aid should be published in the catalogue, and when that reservoir is exhausted, the aid should stop.

Turning directly to the use made of grants-in-aid to attract students to one college in competition with other colleges, the presidents replying to the questionnaire of the Committee listed many varieties of aid. At the top of the list are "athletic scholarships" and other forms of subsidies to athletes. Next are "scholarships" which are virtually nothing but discounts on tuition—not endowed and not advertised in the catalogue, for obvious reasons. A disguised form of aid is the student loan note, which is not expected to be collected. Another concealed benefit is the alleged job that requires no work.

With such inducements many young men and young women have been "bribed" to come to the college, the word "bribe" being the frequently used description by one college head of the practices of another. Letters are filled with specific instances of such inducements and their effects. Undoubtedly many executives justify their procedure with the idea that the recipient of the aid needed the help and was worthy of it. Undoubtedly this was true in many cases, but it may be questioned whether the college had the right to extend the aid at the expense of faculty salaries or other expenditures for educational purposes. The ready answer that the student would not have come without the grant is nullified by uncertainty. One never knows what a bargain-hunting student (we have encouraged the type) might finally decide to do. One thing is certain, that repeated and exaggerated offers of aid will, in the long run, ruin, not only the institution that initiates the competition, but all others that participate in it.

Special practices that aroused the ire of the college presidents were the soliciting of students already enrolled in college or

with their registration papers already filed, the use of undergraduate students in the field, the use of faculty members in undignified solicitations, the employment of field representatives on a commission basis, the use of commercial agencies and flamboyant advertising, and many other methods of high-pressure salesmanship. This is a long and dismal list, but the half has not been told. The business world has had few practices in unethical competition that cannot be matched somewhere in the college world.

Such is the problem. What is the remedy? In keeping with the decision of the Committee not to submit a code, at least not at this time, but to urge state and regional groups to discuss the problem from every angle, we are submitting for such group discussions the various suggestions that came from the presidents themselves, replying to the second question of the Committee's letter:

2. Suggest a few principles which you approve underlying recruiting and student aid.

The paragraphs that follow are made up for the most part of exact quotations from the college presidents. Again and again the principle is announced that the prospective student should be dealt with on terms of absolute honesty and frankness. It is essential that applicants for college be properly guided as to their high school course and also as to the continuation of their studies in college. Complete liason between schools and colleges is needed in order to solve the problems of the so-called "transitional" period. Furthermore, it is proper that needy students should be made familiar with the opportunities that the college can make possible for them. There is a dignified and worthy way of calling attention to an institution of learning, stating its educational program, its good points, and its principal objectives. No objection can be taken to such a presentation.

The suggestion is made that the recruiting of students should be made by educators familiar with the educational process and capable of serving as educational counsellors rather than as institutional advertisers. In their approach to the individual student, they would be expected to consider the whole field of education in connection with his special needs and interests and

to guide him towards that college which under all the circumstances seems to be best for that person. If colleges would strive to develop individuality and definiteness of purpose, one president believes that the problem of student solicitation would take care of itself. In the absence of such distinctiveness among many colleges, it is probably too much to expect that the representative will be able to discuss other colleges with entire impartiality. Several presidents suggest that no mention be ever made of any other college. The field representative should confine himself to a clear statement of the advantages that his own institution offers. If he must mention other colleges, the proper course to pursue is "to do unto the other institution what you would have that institution do unto your own."

In determining merit as a basis for scholarship awards, some presidents emphasize competitive scholarship examinations; others believe in high scholastic standing in high school or college; others rely on personal interviews, investigations and special endorsements. Some question the practice of giving any scholarships to freshmen, but would reserve both scholarship and loan funds for the use of upper classmen. The reason for this suggestion is that if a freshman cannot finance himself through the first year, he is not likely to get through four years even with liberal aid. Furthermore, the faculty committee in charge of awards is more likely to make a wise distribution of the available aid to students whom they know than a college president can make with incoming freshmen whom he does not know. The granting of scholarships, it is generally agreed, should be on the basis of merit and should be in the hands of a faculty committee.

Turning to the granting of aid on the basis of need, there is general recognition of the importance of making a more careful check-up of the applicant's statements than is now usually done. Furthermore, no matter what the need may be, no aid should be extended to students who cannot be shown to be of first class quality capable of profiting to the utmost by the opportunities offered to them. The amount of the aid should be limited according to some college heads, and the limit usually suggested was 50 per cent of tuition and fees. This, however, refers to grants-in-aid on account of tuition and fees, and not to college jobs. The amount paid on college jobs should not exceed the

living expenses. Paying a student more than he is actually earning is fundamentally not honest. The assumption that a student doing full-time work at a worthy educational institution cannot earn by college employment more than his living expenses is probably justified by the facts. All service or work scholarships should require actual services and should be awarded on the combined basis of ability and need.

There is complete agreement on the proposition that there should be no "athletic scholarships," that is to say, scholarships awarded to athletes merely because they are athletes. This principle also means that as regards all forms of aid, the athletes should be treated exactly as other students are treated. One president makes the practical suggestion that scholarships, grants-in-aid and college jobs should be distributed in equitable proportions among those who represent the main factors in college life,—scholarship, campus leadership and athletics.

Not only do the presidents frown upon special grants to athletes as a class, but they are inclined to question the wisdom of any subsidies to any special groups, like the sons and daughters of ministers. Many ministers are as well able to send their children to college as men in other vocations. On the other hand, there are institutions that by reason of specially endowed scholarships or special relations with church groups find it proper to continue the grant of ministerial scholarships to the children of ministers. It is probable that to avoid any appearance of sectarianism many denominational colleges extend this privilege to all ministers.

The college heads condemn most vigorously the practice of soliciting students who have already committed themselves to another institution. The procedure approved by all the presidents who discussed the point is that when a college discovers that the student has decided on another institution, it should at once stop all solicitation of that student. Obviously, the same principle would require that no approach be made to students enrolled in another college, although students who voluntarily transfer may be received. A suggested rule forbids the granting of aid in any form to transfer students during their first year after transferring.

Scores of more definite rules of procedure have been suggested. It is evident that the college executives are not only aware of the abuses that exist in the field of student recruiting, but are definitely working out procedures that will be more helpful to the students and more accordant with the dignity of educational institutions. The next forward steps must be taken in the state and regional groups of colleges operating in the same area, but determined to operate, not as rivals, but as partners in the service of youth. It is hoped that the year 1935 will see a definite advance towards a higher ethical attitude and a more intelligent and helpful approach in all the difficult tasks that surround the enrolment of college students.

Caution!

The Executive Secretary of the Association has been advised that a credit bureau in a metropolitan center is endeavoring to secure colleges as clients in the collection of student notes. Owing to the experience of two colleges with this company, which have been highly unsatisfactory, all college executives are warned to read with extreme care any agreement offered in this connection, and particularly an agreement which is printed on the back of the list of debtors, the original of which is kept by the company.

DINNER CONFERENCE OF LIBERAL ARTS COLLEGES IN TAX-SUPPORTED INSTITUTIONS

P. P. BOYD

DEAN OF THE COLLEGE OF ARTS AND SCIENCES, THE UNIVERSITY OF KENTUCKY

AS an innovation and an experiment Dr. Kelly suggested that a dinner conference be arranged, on Thursday evening of the meeting of the Association in Atlanta, for those connected with liberal arts colleges in tax-supported institutions. Preliminary correspondence brought many suggestions for the discussion. Of most wide-spread interest were topics dealing with the curriculum and with instruction. Many desired to know what the tax-supported arts college can do with the current proposals to reform the curriculum. Others were interested in the possibilities of selective admission. Other problems touched on the relations of the arts college to the professional colleges of the university. A number wished to discuss aims and objectives and how to apply them. The place of vocational education in the college, obligations to the taxpayer, duplication of courses, improvement of instruction, measurement of results, the proper handling of economic, political and religious matters, student guidance, the proper emphasis of social studies, the training of leaders, these and other topics were suggested.

Next in interest were topics relating to finance and support. What can be done in the face of increased enrolment and reduced revenue? How can we secure for liberal arts its share of public funds when so much emphasis is placed by both administration and public on the vocational phases of the institution? How "sell" our college to the public? How should the tax-supported college proceed to inaugurate a retirement system? How much should the student contribute to maintenance of the tax-supported college?

And, finally, it was suggested that we thresh out the universal and perennial problem of football. The preliminary canvass indicated that fifty persons would attend the dinner, but conflicts of duties reduced the attendance to about thirty.

The discussion that followed the dinner was informal, yet animated and vigorous. Though handicapped by limited time the conference was a decided success.

THE ANNUAL REPORT OF THE EXECUTIVE COMMITTEE AND THE EXECUTIVE SECRETARY FOR 1934-35

TO THE MEMBERS OF THE ASSOCIATION:

American colleges have recently been cast into a burning fiery furnace and it is amazing how many of them have come forth without the smell of fire upon their garments. No units of American life have withstood more effectively this period of testing, unprecedented in times of peace. College leaders have contested with the elements with indomitable courage and with triumphant spirit. Some dross has been burned out; a vast residuum of pure gold in cultural and character values remains. With minor interruptions or shiftings here and there, the colleges have preserved their integrity and demonstrated their stability. They have received special recognition from the Government at Washington—as they did during the World War; they are now inspired by the confidence of the public as registered in increased enrolments, in more prompt payment of fees, and in revived currents of financial contributions. Seasoned and balanced by a measure of achievement in a cause unsurpassed for human service, they press forward with renewed confidence that a new day is dawning for the alert, open-minded, resourceful, adjustable college of liberal arts and sciences. The colleges have kept the faith; they have been preserved to American life. And, the flow of the tide has again set in.

In the meantime the Association of the colleges, in the old Greek phrase, has been Becoming; it has become of age. It is stronger today than ever before. It has had the largest payment of membership dues in its history; the largest total current receipts in the general fund of its treasury, and carries over into next year the largest balance from this year's operations, plus the balance of 1933; it has kept within budgetary limitations. The BULLETIN has had the largest sales in its history, the sales having exceeded the expenditures. The Association has lost a few members through failure to meet their dues, but at this meeting it is gaining a larger number of new recruits. It is

solidified in composition, unified in purpose, and confident of the rightness of its cause.

One may be permitted to view in perspective a few currents of this process of Becoming, especially since these currents converge at the twenty-first annual meeting upon which we are now entering.

Financial. Dr. Wallace Buttrick once declared that three-fourths of the funds which had been given to colleges had come since they had banded themselves together for the promotion of their work. He did not mean to suggest that the causal relationship existed between this Association and that remarkable result. The causal relationship inheres in the devotion to and cooperation of the colleges in a vast and valuable task. Much less did Dr. Buttrick mean that these funds had come as a result of blatant and indiscriminate propaganda. Now, says Trevor Arnett, a past president of the Association and a frequent speaker at its meetings, successor to Dr. Buttrick: "During the past twenty years successful efforts have been made to place college accounting and business procedure on a sound basis. . . . Today the financial affairs of the colleges, with few exceptions, are managed efficiently and intelligently. . . . They have also strengthened the confidence of donors regarding the use of their gifts."

Several years ago the Association endorsed "The Campaign of Perseverance," and this year a definite step forward was sought at the Philadelphia Conference. One section this afternoon, to be led by the President of the Association, will devote itself to the financial outlook of the colleges with special reference to the American Institute for Endowments, an organization launched during the year at that Conference.

Recruiting. The Committee on Recruiting, like the American Institute for Endowments, is an outgrowth of the developments of the present year. The Committee consists of eight representative executives and administrators, drawn from the different sections of the country and is studying the entire problem of admissions, with special reference to inducements being offered by the colleges to incoming students as a result of the financial depression. Its purpose is not to engage in muck-raking but to

arrive, if possible, at constructive procedures. The Chairman of the Committee is President Charles J. Turek and a tentative report will be discussed this afternoon and reported on to the Association tomorrow morning. The Executive Committee recommends that this Committee be continued with the title the Committee on the Enrolment of Students.

Measurement and Guidance. The Association has been a participant in the movement to discover deeper values than those symbolized by present objective tests and has been highly sympathetic with the effort to find and put into use more effective measures of student achievement and more reliable and helpful methods of student guidance. The two sections scheduled for this afternoon within these kindred areas have strong leadership and carefully prepared plans.

Academic Freedom and Academic Tenure. The Association after three years' work issued the well-known formula for achieving academic freedom and academic tenure, which was later approved by numerous other interested organizations. At this session, a good many years of experience having intervened, the Chairman of its revived Commission on Academic Freedom and Academic Tenure, and the General Secretary of the American Association of University Professors appear on this platform with a new formulation on appointment and dismissal, to which you will listen with interest.

The Arts. For many years the Association has held up high standards of appreciation and achievement in architecture and what is frequently referred to as the fine arts; and thanks to the moral and financial support of the Carnegie Corporation, several valuable books and other publications have eventuated from these efforts. Among these arts are included the art of reading and college libraries have been the grateful recipients of thousands of valuable volumes.

Now the Study of College Music, after more than two years of careful work by the Director, is nearing its completion. Committees of the Sponsoring Committee are collaborating with Mr. Thompson in the production of the final draft which will represent in striking fashion some of the methods and points of view of the colleges in the theory and practice of instruction in music. The report is sure to be epoch-making in the history of musical education in American colleges. The Executive Com-

mittee recommends that the Sponsoring Committee be continued until the report is issued.

Improvement of College Teaching. The Association inaugurated upon a national scale, the thorough-going study of college teachers and the processes of college teaching in which it has been joined by other agencies and individuals. During the past year the Executive Committee made provision for a study, "A Survey of American College Professors," under the direction of Professor B. W. Kunkel of Lafayette College. The details of this project will be outlined more fully at this session by the Chairman of the Commission on Enlistment and Training of College Teachers.

Intellectual Life. A few years ago the Association elaborated a program for the development of the intellectual life in the colleges and with the help, in some of its phases, of the General Education Board has made significant and authoritative contributions to this development, particularly in the realm of comprehensive examinations in general and within the social sciences in particular. Because of the steady demand for Dr. Jones' monograph dealing with Comprehensive Examinations in the Social Sciences, a second printing has recently been ordered. Now all demands for this publication can be met.

Professional Literature. The Association, particularly for the past ten years, has produced and has assisted in stimulating the production of a vast literature of high quality, bearing on the science and art of college administration and teaching.

In the professional library of the Association in New York there are no fewer than 400 books dealing directly or indirectly with this broad subject. This estimate does not include bound volumes of magazines. The BULLETIN of the Association has now completed its twentieth volume, the last volume comprising more than 600 pages.

By order of the Executive Committee, following the March issue of this year, the BULLETIN has ventured into new lines. It has become not chiefly a magazine for the presentation of addresses, studies, reports and discussions, but a publication depicting more intimately and in brief story form the on-going currents of the life of our colleges. There has been a considerable increase in the subscription list.

Standard Reports. A decade or more ago, the Council of Church Boards of Education and the Association of American

Colleges began an investigation into the possibility and nature of outlines for standard reports for institutions of higher learning, with the closely allied subject of the Cost of College Education, and these efforts have finally borne fruit in the well-known reports of the National Committee, under the chairmanship of Lloyd Morey of the University of Illinois. The Executive Committee recommends that the Commission on Costs be merged with the Association's Committee on Standard Reports.

College Athletics. For years the Association has maintained a permanent Commission on College Athletics whose successive reports mark the progress of faculty control of this valued feature of college life. It was in response to the invitation of this Association and one other that the Carnegie Foundation became interested in studying intercollegiate athletics. The successive reports of that Foundation in this field constitute a model of fearless and constructive criticism. The Association's Committee on Recruiting has some new data on this subject to be presented this afternoon.

The problem of athletic control rests primarily upon college administrators. The Executive Committee recognizes that it is futile to draw up standards for the entire American college world, or even for the membership of the Association. College presidents will have the kind of athletic programs which they believe best for their institutions and are willing to support. In many cases groups of colleges can act more effectively together as to standards, athletic scholarships, etc. The Executive Committee believes that progress in college athletics will come through such cooperation and conferences rather than through attempting mass action. The Executive Committee therefore recommends the discontinuance of the Commission on College Athletics.

During the past three or four months cumulative reports have come to the office of the Association from member colleges that several publications have made approaches to the colleges, in behalf of forms of publicity, unwarranted in terms of good business usage and that these publications were a source of annoyance to the institutions. Three or more of these publications carry one address in New York. We may report that the Federal Government is engaged in an investigation of the methods complained of. Pending a possible report, colleges should be on their guard.

National Student Federation. The president of the National Student Federation of America is making an appeal at this session for possible cooperation of an official character between that organization and the Association of American Colleges. It is recommended, therefore, that the new Executive Committee be given power, if it is thought by them desirable, to organize a permanent commission of this Association dealing with problems of youth or to take such other steps as may appear to be wise in cementing the relationships represented by the two organizations.

Information Service. For twenty-one years the office staff has been developed with reference to the fact-finding and information-dispensing function, and its activities have broadened in scope and become more extensive in quantity. Since July 1st there has been a reorganization, reclassification and a unification of research material. A stream of requests for information continues to come in, not only from our own membership in practically every state, but from corporations, foundations, endowments, and boards, great and small; from writers on national and local magazines; from press associations and cosmopolitan and other newspapers; from lecturers, editors and authors; from banks, trust companies and other financial institutions; from merchants' associations, and other business organizations; and from prospective students and their parents. The material equipment of the office for handling this business is but an objective measure of the high qualifications of the staff personnel.

During past months there has been special demand for the preparation of bibliographies and some of these will be published in the BULLETIN. It is notable also that the demands are again increasing upon the Association's architectural service—perhaps a significant sign of the times. There have been numerous requests for evaluation of educational agencies and organizations, numerous invitations to guide in the preparation and circulation of questionnaires, some of which have been routed to the wastebasket.

The compilation of the data of the Turck Committee on Student Recruiting, the study of college credit for practice in music made at the request of the Sponsoring Committee of the Music Study, and the assembling of information on methods of de-

veloping alumni interest and of serving the alumni of member colleges, none of which has been completed, have been among the major research projects of the year. The information service has many projects now in hand.

Regional Conferences. The officers of the Association have this year enlarged the plan of holding regional conferences quite beyond any limit ever before attained. Such conferences were held in Salem, Oregon, in 1932, and Dallas, Texas, in 1933. This year, since July 1st, the Executive Secretary has been operating on a full time basis and has been free to visit all sections of the country.

The Philadelphia Conference, drawing largely from the East, but with representatives from the South and the trans-Mississippi region, was devoted to college financial programs, President Lewis and the Executive Secretary being the official delegates. The Galesburg Conference had representatives from the entire upper Mississippi Valley, and concerned itself with legislative, financial, and recruiting problems. It was attended by every member but one of the Executive Committee. The Davidson College Conference, participated in by officials of North and South Carolina colleges, concentrated on More and Better Wills but considered the general financial problems now faced by the colleges. It was held under the auspices of the Commission on Permanent and Trust Funds, under the leadership of its Chairman, Mr. F. L. Jackson.

The Executive Secretary also conducted a conference at Whittier, California, under the local auspices of the Association of Colleges and Universities of the Pacific Southwest; at the Claremont Colleges, California, in which representatives of junior colleges and public school systems participated; and at Reed College, Portland, with generous representation from the colleges of Oregon, Washington, and Idaho. There was in these conferences a wide range of topics.

He also participated in the Asheville Conference of the Church Related Colleges of the South; in the Conference of Pennsylvania Colleges at State College; and in two sessions, one in the spring and one in the fall, of the Ohio College Association at Columbus. He spoke likewise at the joint meeting at Cleveland of the Personnel Research Federation and the American College Personnel Association, held in connection with the annual meeting of

the Superintendents Division of the National Education Association, and attended the meeting of the Committee on the Emergency in Education at Washington of this latter organization. He was a speaker at the Tenth Boston Congress of the National Student Federation of America, participated in by selected students from many institutions of higher learning.

These several meetings devoted to cooperative thinking and planning no doubt resulted in the clarification of ideas and the solidifying of purposes. It is a great privilege, highly prized by the Executive Secretary, to have such opportunities of witnessing the courage and fidelity of educational leaders as they thus address themselves in group thinking to their most vital tasks.

Applications for Membership. The following colleges are recommended for membership (see Minutes of the Twenty-first Annual Meeting, p. 202).

Federal Legislation. Acting upon the authorization of the Association at St. Louis a year ago, President Lewis appointed President Daniel L. Marsh of Boston University to promote the adoption of the relief program at that time presented by wire to President Roosevelt. The President and the Executive Secretary of the Association actively reinforced the efforts of President Marsh, President C. H. Marvin of George Washington University and Professor George Johnson of The Catholic University of America, who were later added to the Committee.

Promptly after the St. Louis meeting, President Marsh and the Executive Secretary interviewed President Roosevelt, asking him at least to suspend judgment on a Bill which they had prepared and which was introduced into the House by Mr. Guyer of Kansas and into the Senate by Senator Walsh, Chairman of the Committee on Education and Labor, providing for the refinancing by the Federal Government of the accumulated debts of the colleges. In the end the Bill failed to pass because of President Roosevelt's decision that it did not fit into the Administration's relief program. A special effort sponsored by the Emergency Committee of the National Education Association to secure legislation in behalf of the colleges also failed because of Executive disapproval, as did many of their projects in behalf of the public schools.

The members of the Committee, the President, and the Executive Secretary were active in behalf of appropriations through

the Federal Emergency Relief Administration to assist needy students through part time employment. These efforts participated in generally on a cooperative basis by the colleges of the country were successful and the system of aid is approved by most of the colleges.

Certain questions are now definitely before the Association:

(1) Shall bills be introduced again, framed to secure the type of legislation sought in the Guyer and Walsh Bills? It may be said that President Roosevelt has not, in so far as is known, changed his attitude on this type of legislation. The Executive Committee does not look with favor upon a renewal of this effort.

(2) Shall the Association commit itself to an effort to secure the extension to privately controlled institutions of the same types of grants and loans for purposes of construction which have been offered to publicly controlled institutions and on the same terms? As the matter now stands the Administration in this particular pursues a policy of discrimination against independent and church-related institutions. At the same time, it will be recalled that relatively few tax-supported institutions have taken advantage of the Government's overtures, either because of legal disqualifications or disqualifications of policy. It would appear that the more recently developed projects of the CWA constitute a constructive and defensible part of the Administration's policy in that they do furnish employment and do not obligate the government to the expenditure of large sums of money either in the present or the distant future.

(3) Shall there be a concerted movement by the Association to request the FERA to continue the grants in aid of students for another year, which have proved to be so generally satisfactory this year and last?

It is certain that the colleges as a group must be alert to the real and impending dangers from excessive taxation of incomes, of inheritance taxes on testamentary estates, and even of taxation on physical properties heretofore exempted in the interest of the general good. It has been proposed that exemption from taxation on gifts to philanthropic and religious organizations be repealed. As many wise men recognize, a yet greater danger to the integrity and perpetuity of our institutions lurks in current political and social trends which, if they become operative, will hamstring private agencies from which much support has

come in the past to education. The Association needs a strong Committee on Legislation in view of these very real threats to the security of our dual system of educational control.

The Executive Committee recommends the appointment by its successor of a committee on relationships with the Federal and State Governments, and that this committee be given large powers.

Before leaving the subject of Federal and State appropriations it may be permissible to draw a contrast as to possible techniques of procedure. A well-known foundation, commenting on the device of bombardment with letters and telegrams of endorsement with which more and more it is afflicted when some particular proposal is up for consideration, remarks:

Bona fide support from those who have first-hand knowledge is always welcome and frequently very helpful in reaching a decision, but it is no compliment to the intelligence of foundation trustees to assume that they cannot distinguish between such communications and the wholesale product of pressure-group methods.

The success of the Association's officers in their relationships with the Federal Emergency Relief Administration was due, it is believed, in large measure to the fact that the colleges which had first-hand knowledge and which wrote in to the Federal Emergency Relief Administration in behalf of further appropriations did so in such terms of intelligent appreciation as to escape the criticism of obnoxious propaganda.

On the other hand, a plan was proposed during the sessions of Congress that the colleges secure the support for their bills of certain politically powerful organizations, functioning on a national basis, as means of securing the favor of the Administration.

The colleges have not yet been willing to become the obedient servants of such organizations, however many votes they command, in return for the hope of favorable legislation or executive support. Indeed, an increasing number of colleges are firmer than ever before in their intention to remain free from obligations both to individual politicians, to political blocs, and to the state.

I take genuine pleasure in presenting this report of significant activities of the year.

THE REPORT OF THE TREASURER OF THE ASSOCIATION OF AMERICAN COLLEGES FOR THE YEAR ENDED DECEMBER 31, 1934

SCHEDULE "A"

GENERAL BUSINESS ACCOUNT

Statement of Cash Receipts and Disbursements

Cash in Bank—January 1, 1934:

Bank of New York and Trust Company	\$ 1,041.56	
West Side Savings Bank	2,117.75	
Bowery Savings Bank	105.36	\$ 3,264.67

Receipts

Membership Dues:

1932— 2 at \$50.00	\$ 100.00	
— 1 at 40.00	40.00	
— 1 at 37.46	37.46	
— 6 at 25.00	150.00	
1933— 33 at 50.00	1,650.00	
— 3 at 40.00	120.00	
— 2 at 30.00	60.00	
— 6 at 25.00	150.00	
1934— 418 at 50.00	20,900.00	
— 1 at 37.50	37.50	
— 1 at 30.00	30.00	
— 6 at 25.00	150.00	
1935— 4 at 50.00	200.00	\$23,624.96*

Bulletin:

From Art Booklets Account for Publication of <i>College Instruction in Art</i> \$ 294.46	
Subscriptions, sales, advertising, etc. ... 2,481.23	2,775.69

The Effective College—Sales by A. A. C. Office..... 43.94

Comprehensive Examinations in the Social Sciences

—Sales by A. A. C. Office 306.98

Comprehensive Examinations in American Colleges:

Royalties from the Macmillan Co. \$252.75	
Sales by the A. A. C. Office 50.78	303.53

Miscellaneous:

Bank Interest	\$280.11	
Contingent	10.00	
Other	9.26	299.37

Total Receipts \$27,354.47

Total Receipts plus January 1 balance \$30,619.14

Disbursements

Annual Meeting	\$ 397.23
American Council on Education—Annual Dues	100.00

BULLETIN (including Reprints).....	2,685.03**	
Christian Education Subscriptions— (net)	459.20	
Comprehensive Examinations in the Social Sciences—printing, advertis- ing, etc.	419.10	
Executive Committee Expenses	846.10	
Permanent Commissions	269.37	
Federal Legislation	373.11	
Regional Conferences	62.07	
Accounting:		
Custodian Bank Fee	\$ 500.00	
Other: postage, billheads, etc.	48.32	548.32
Headquarters Office:		
Rent (net)	\$ 1,200.04	
Office Expense (net)	766.06	
Office Equipment	29.18	
Travel—A. A. C. Staff— (net)	186.56	
R. L. Kelly Insurance.....	480.00	
Salaries	12,906.10	15,567.94
Contingent	85.00	\$21,812.47
Total Disbursements		\$21,812.47
Balance in General Business Account—December 31, 1934		\$ 8,806.67

* In addition, State Warrants covering 1934 dues for the University of Arizona and Oklahoma Agricultural and Mechanical College are filed in the office pending collection—\$100.00.

** A credit of \$28.76 for over-charge on November BULLETIN bill received from the Science Press, December 26, 1934.

SCHEDULE "B"

FINE ARTS BOOKLETS

Balance January 1, 1934—Bank of New York and Trust Com- pany		\$241.16
<i>Receipts</i>		
Architectural Planning of the American College Sales.....	\$ 77.86	
College Instruction in Art Sales.....	116.09	193.95
Total Receipts		\$435.11
<i>Disbursements</i>		
Transferred to General Business BULLETIN Account for printing <i>College Instruction in Art</i>	\$294.46	
Science Press Printing Company for separate pamphlet order	94.15	
Miscellaneous	4.49	
Total Disbursements		393.10
Balance Art Booklets, Bank of New York and Trust Company, December 31, 1934		\$ 42.01

SCHEDULE "C"

COLLEGE MUSIC STUDY

Balance—January 1, 1934:

Bank of New York and Trust Company	\$ 364.62
Bowery Savings Bank	7,500.00
West Side Savings Bank	2,000.00
	<u>\$ 9,864.62</u>

Receipts

Received from the Carnegie Corporation—Director's Salary	1,500.00
Total Receipts plus Bank Balance	<u>\$11,364.62</u>

Disbursements

Salaries, Director and Assistants	\$6,210.02
Office Rental and Incidentals	349.97
Office Printing and Supplies	101.50
Traveling Expenses of Director	12.50
Expenses of Committee Meetings	271.12
Publication of Report	757.61
Contingency Fund	354.50
Total Disbursements	<u>8,057.22</u>
Balance College Music Study, December 31, 1934	<u>\$ 3,307.40</u>

SCHEDULE "D"

CASH RECONCILEMENT

	Old Balance Plus Receipts	1934 Dis- bursements	Balances Dec. 31, 1934
General Business A. A. C.	\$30,619.14	\$21,812.47	\$ 8,806.67
Music Study	11,364.62	8,057.22	3,307.40
Art Booklets	435.11	393.10	42.01
	<u>\$42,418.87</u>	<u>\$30,262.79</u>	<u>\$12,156.08</u>

Distribution—December 31, 1934

	West Side Savings Bank	Bowery Savings Bank	Bank of New York and Trust Company	Total
General Business A. A. C.	\$3,250.59	\$2,945.23	\$2,610.85	\$ 8,806.67
Music Study		3,307.40		3,307.40
Art Booklets			42.01	42.01
	<u>\$3,250.59</u>	<u>\$6,252.63</u>	<u>\$2,652.86</u>	<u>\$12,156.08</u>

SCHEDULE "E"

STATEMENT OF FINANCIAL CONDITION, ASSOCIATION OF AMERICAN COLLEGES,
DECEMBER 31, 1934*Assets**Cash in Banks:*

General Business Account	\$ 8,806.67
Music Study Account	3,307.40
Art Booklets	42.01

\$12,156.08

Office Furniture and Fixtures

2,145.74

\$14,301.82*Funds*

Music Study Fund	\$ 3,307.40
Art Booklet Fund	42.01
General Fund	10,952.41

\$14,301.82RECONCILEMENT GENERAL FUND,
DECEMBER 31, 1934

Balance—January 1, 1934	\$ 5,306.23
Total Receipts—1934	\$27,354.47
Total Disbursements—1934	21,812.47

Excess—Receipts over Disbursements—1934	5,542.00
Cost of Additions to Furniture and Fixtures during 1934	104.18

Total General Fund Balance as of December 31, 1934..... \$10,952.41

We hereby certify that the foregoing Statements of Cash Receipts and Disbursements of the ASSOCIATION OF AMERICAN COLLEGES for the year ended December 31, 1934, together with the Statement of Financial Condition as of December 31, 1934, are in agreement with the recorded receipts and disbursements for the calendar year 1934 and in our opinion are true and correct.

(Signed) TAIT, WALKER AND BAKER,
Accountants and Auditors
By EMILE Z. BAKER,
Certified Public Accountant

STATEMENT OF INCOME AND EXPENDITURES FOR THE YEARS 1932, 1933, 1934 AS COMPARED WITH 1935 BUDGET

General Business Account

	INCOME			BUDGET†
	1932	1933	1934	1935
Membership Dues				
BULLETIN (including Reprints)	\$21,655.00	\$21,177.54	\$23,624.96	\$22,000.00
<i>The Effective College</i>	2,616.60	1,910.93	2,775.69	1,800.00
Comprehensive Examinations	186.31	135.69	43.94	.....
Projects	450.69	484.09	610.51	300.00
Refund, College Music Study				
Advances in 1931	792.13	.....	.....	.....
College Surveys	1,206.74	.....	.....	.....
Refund, C. C. B. E. Joint Office				
Account	271.34	.....	.....	.....
Miscellaneous				
Interest on bank balances,	110.45	683.01	280.11	300.00
etc. ....	.....	40.41	19.26	200.00
Other				
Total Income	\$27,295.26	\$24,431.67	\$27,354.47	\$24,600.00
	EXPENDITURES			BUDGET
	1932	1933	1934	1935
Annual Meeting	\$ 424.04	\$ 292.02	\$ 397.23	\$ 400.00
American Council on Education				
Annual Dues	100.00	100.00	100.00	100.00

Annual Dues	100.00	100.00	100.00	100.00	100.00
Executive Committee Expenses	646.09	846.10	850.00		
Permanent Commissions	599.91	269.37	1,500.00		
BULLETIN (including Reprints)	3,061.47	2,685.03	3,000.00		
Christian Education Subscriptions	458.00	459.20	475.00		
The Effective College	37.66				
Comprehensive Examinations					
in the Social Sciences		419.10	100.00		
College Surveys	1,055.75		200.00		
Federal Legislation		373.11	100.00		
Regional Conferences		62.07	550.00		
Accounting	572.54	548.32			
Headquarters Office					
Rent	\$ 2,625.48	\$ 1,200.04	\$ 1,000.00		
Office Expenses	794.79	766.06	750.00		
Office Equipment	17.12	29.18	50.00		
Travel (net)	47.49	186.56	200.00		
R. L. Kelly Insurance	480.00	480.00	80.00		
Salaries	15,897.00	12,906.10	13,000.00		
Miscellaneous	3.78		200.00		
	19,865.66	15,567.94	(Not allocated)		
Contingent	80.00	85.00	15,280.00		
			100.00		
Total Disbursements	\$26,901.12	\$21,812.47	\$22,655.00		
Balance on Current Operations	\$ 394.14	\$ 5,542.00	\$ 1,945.00		

* No budget appropriation in 1933, but \$119.34 for S. W. Regional Conference was included in Contingent.
 † As revised by the Executive Committee, March 6, 1935.

Respectfully submitted,

LEROY E. KIMBALL, Treasurer

FEDERAL GOVERNMENT AID TO COLLEGES

REPORT OF THE SPECIAL COMMITTEE ON FEDERAL LEGISLATION

DANIEL L. MARSH
PRESIDENT OF BOSTON UNIVERSITY

AT its annual meeting in St. Louis one year ago, the Association of American Colleges adopted a series of resolutions requesting the Federal Government to accord the same assistance to so-called privately endowed and privately controlled colleges and universities as it accorded to publicly controlled tax-supported institutions of higher learning.

In a word, the four things requested were: first, to furnish money for the part-time employment of students at socially valuable work as a means of helping students who could not remain in school without financial assistance. Second, to make money available at a low rate of interest for the refinancing of accumulated obligations. Third, to lend a limited amount of money to students upon properly secured and endorsed notes. Fourth, to make money available at a low rate of interest for the carrying through to completion of building enterprises that were definitely projected and announced not less than three years ago.

The resolutions were referred to the Executive Committee, and that Committee, through President Lewis, asked me to serve as the Association's legislative representative, and to take the matter up with the Federal Government.

I made several trips to Washington, and spent many days there, sometimes alone, sometimes with other college and university presidents, members of this Association, and sometimes with representatives of the American Council on Education; for subsequent to the Association's action, the American Council on Education appointed a committee having to do with government aid for education, which committee named President Marvin of George Washington University, Father Johnson, Director of the Department of Education of the National Catholic Welfare Conference and Secretary-General of the National Catholic Association, and myself, as its special committee to represent the Council on the subject which I am reporting here. The individual, how-

ever, with whom I spent most time in Washington, was Dr. Robert L. Kelly, Secretary of the Association of American Colleges.

Our cause was given respectful consideration by all to whom it was presented. We had strategically friendly access to Congress. The chairman of the Committee on Education in the Senate was Senator David I. Walsh, of Massachusetts, a graduate, I am proud to say, of Boston University. The chairman of the Committee on Education in the House was Representative Douglass, also of Massachusetts. An influential member of the House Committee on Banking and Currency—which Committee granted us a public hearing for our Bill—was Mr. Luce, Representative from my own Congressional District in Massachusetts. I mention these personal facts in order that you may be assured that there was more than a merely perfunctory interest in our cause, for I enjoy a personal friendship with all these gentlemen.

A Bill which we wrote was introduced into both Houses of Congress. As evidence that there was nothing sectional, sectarian or partisan in our appeal, may I not call your attention to the fact that our Bill was introduced into the Senate by Senator Walsh, of Massachusetts, a Roman Catholic and a Democrat, and it was introduced into the House by Representative U. S. Guyer, of Kansas, a Protestant and a Republican.

From the beginning, it seemed to us desirable that President Roosevelt should be made acquainted with our need and purpose. Therefore, Secretary Kelly and I called on the President, who granted us ample time and who heard our story with manifest interest and sympathy.

The identical Bills introduced into the Senate and House asked that the Reconstruction Finance Corporation be authorized and empowered to lend money to colleges and universities and other institutions of higher learning under the same terms and conditions as it makes other loans, except that the rate of interest to be charged should be as low as possible, and also that there should be charged a sufficient rate of annual amortization to retire the entire loan over a given period of years.

A study of 106 colleges and universities in America showed that they had total accumulated financial obligations of almost forty million dollars. If these 106 institutions were a fair cross

section of the colleges and universities of America, it would mean that, at the outside, the accumulated obligations would not amount to more than two hundred million dollars.

It was represented to us that some of these institutions, especially the smaller colleges of the West and South, were being so hard-pressed that they would have to go out of business if relief were not forthcoming. The service that has been rendered by these colleges and universities is so great that it is beyond computation; it is beyond imagination even. If the Government is going to help everything else, it ought to help these institutions of higher learning.

Most of these colleges have a number of different financial obligations, some of them in the form of notes in banks, and some of them in the form of mortgages. The average rate of interest paid by colleges and universities in the East and Northeast appears to be $5\frac{1}{2}$ per cent, while in the rest of the country, the average is as much as 6 per cent or even more.

If a college having obligations such as these could throw all of these accumulated notes and mortgages into a single fund, at a low rate of interest, say 3 per cent per annum, and then amortize the entire obligation over a period of years, it would be one of the greatest boons that could come to higher education. Then, in building the annual budget, the president and trustees would set up, first, the amount of money required for interest, and second, the amount of money required for amortization, and then would build the current budget within what remained. The amount required for interest and amortization under the plan proposed would be but little more, if any more at all, than the amount now required for interest.

We did not ask the Government for charity, nor did we wish it to take any risk. The institutions would pay interest upon what they got, and would pay off the loan. Good security should be given for any loan made. The contribution of the Government would be of a twofold character: first, a low rate of interest, and second, a breathing spell through a long term of amortization for the total indebtedness.

The United States Congress as far back as 1787 declared in the Ordinance adopted that year for the Northwest Territory: "Religion, morality and knowledge being essential to good govern-

ment and the happiness of mankind, schools and the means of education shall forever be encouraged." It was in the spirit of this declaration of the United States Congress, adopted 148 years ago, that the Association of American Colleges asked Congress for assistance.

In spite of all our efforts, we have not (at least as yet) received any aid through Congressional legislation. We have, however, received aid for college and university students through the Federal Emergency Relief Administration, by the ruling of its Administrator, Mr. Harry L. Hopkins.

The official description of the way jobs are assigned is as follows:

"1. *Need.* The student's financial condition shall be such as to make impossible his attendance at college without this aid.

"2. *Character and Ability to Do College Work.* The students shall be of good character and, judged by the usual methods of determining ability employed by the particular college, shall possess such ability as to give assurance that they will do high-grade work in college."

Objections to this form of Government aid have been voiced in one or two quarters. A recent issue of *The Princeton Alumni Weekly*, endorsing Princeton's acceptance of the FERA program, states and answers such criticisms as have been made. Let me quote a few sentences from *The Weekly*:

In general, three reasons are given by the colleges which have turned down the FERA: (1) Acceptance would indicate academic approval of lavish federal Santa Clausing; (2) The Federal Government might gain some subtle control over the educational policy of the institutions included in the program, and (3) Too many young people are going to college anyway.

As to the first point, if the money is needed, there is no reason why acceptance may be taken as a statement of political belief, or, for that matter, as a comment on any other form of governmental expenditure.

As to the second point, that the FERA might gain control over private institutions, a perusal of the terms on which the money is assigned will soon end worries on that score. Aside from the definition of those eligible for assistance, the only rules relate to rate of pay, number of hours, and type of work. If rules affecting educational policy were imposed, we are confident Princeton would reject further assistance.

The third point seems the least tenable of all, yet it is stressed in many academic criticisms of the FERA. It is suggested that too many students are now in college, and that the FERA, which keeps people in college instead of forcing them out to swell the ranks of the unemployed, is socially vicious. This is preposterous.

If any institution feels that its enrolment includes too many men of low ability, it is perfectly free to raise the entrance requirements, or to raise the standards for those already admitted. The FERA has nothing to say on that subject, but it does help to make financially possible the education for which the college, by its act of admission, says a man is suited.

The FERA has been a boon to hundreds of institutions and a blessing manifold to thousands of students.

A few days ago, in answer to certain questions, I had a letter from L. R. Alderman, Director of the Educational Division of the FERA, in which he said that as nearly as he could estimate it, "a monthly grant of \$733,370 is being made to privately endowed colleges and universities, and \$689,385 to state or tax-supported institutions, under the FERA student aid program. It is provided, however, that none of these private institutions may be run for profit. . . . I have been informed that about \$23,353,000 of PWA funds have been either granted or loaned to publicly supported institutions."

The types of work available for students differ, of course, according to the character of the institution and the community in which it is situated. Perhaps Boston University, by reason of its size and by its location in the heart of an urban community, offers as wide a variety as any. Since I am better acquainted with it than with any other, I use it as an illustration. Students at Boston University are engaged in fifty-two types of work under the FERA.

It appears that somewhere in the neighborhood of fifty thousand students are earning something through the FERA every month. It also appears from statistics which I have gathered that the average amount earned per student per semester is from thirty-five to forty dollars.

If you desire me to make definite recommendations, I would recommend:

First, that we request the Federal Government to continue the FERA student aid program for at least another year;

Second, that our efforts be continued to have the President recommend and to have Congress enact legislation which will make available to the institutions of higher learning in this country, money at a low rate of interest for the refinancing of accumulated debts, in the manner provided for in the Bills introduced into Congress at the last session;

Third, that we urge our public officials to look for guidance in this new business of aiding education, not to self-seeking politicians but to experts in educational administration, lest unwittingly evil be mixed with the good the Government does.

A CENTENARIAN. Wheaton College, Massachusetts, is celebrating the one hundredth anniversary of its founding and opening, the organization of which was superintended by Mary Lyon, and as a feature of the celebration has issued a booklet giving some idea of the present life of the College and calling attention to significant historical events in connection with its history. Among these are a photostatic copy of the first advertisement of Wheaton College in the *Boston Recorder* for January 23, 1835, an announcement of the death of "Ephraim Smith, Esq., 84, a native of Cape Cod, and one of the daring Tea boys," an account of the nomination by the Whig members of the Legislature of Massachusetts of Daniel Webster as candidate for the presidency of the United States, and a notice of the next meeting of the Middlesex Anti-Slavery Society in Concord, Massachusetts.

REPORT OF THE COMMISSION ON ACADEMIC FREEDOM AND ACADEMIC TENURE

JAMES L. McCONAUGHY, *Chairman*
PRESIDENT OF WESLEYAN UNIVERSITY

THIS report is in part an outgrowth of a conference on academic freedom and faculty tenure held in Washington in November, at which there were in attendance certain members of this Commission, the President of the Association of American Colleges, and the President (formerly Chairman of Committee A) and General Secretary of the American Association of University Professors.

(1) We believe conferences similar to this lead to clearer understanding and cooperation between the two organizations on matters of faculty freedom and tenure. We suggest that another such conference be held in Washington in the spring, and that efforts be made to secure a larger attendance.

(2) We believe that the ideal principle for academic freedom and tenure is to be found in the resolutions adopted by the Association of American Colleges, January 10, 1925, largely the outgrowth of the activities of the then Commission on Academic Freedom and Academic Tenure of our Association. This statement was later agreed to by the American Association of University Women, the American Association of University Professors, the Association of American Universities, the Association of Governing Boards, the Association of Land Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education. We believe that it is desirable to reprint these principles, which follow herewith:

ACADEMIC FREEDOM

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own

subject in the classroom or in addresses and publications outside the college, except insofar as the necessity of adapting instruction to the needs of immature students, or in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside of his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attach to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should when necessary, take pains to make it clear that they are expressing only their personal opinions.

ACADEMIC TENURE

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

(b) Termination of a temporary or a short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defence by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for other reasons than immorality or treason, should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

(3) We realize the difficulties facing our member institutions in officially adopting this statement. In 1932 it was reported that only one college had rejected it; eight had officially adopted it; it had been considered in thirty-four others; and 131 additional institutions reported that the principles therein stated were adhered to in practice although not officially adopted by the Board. In many colleges, particularly in state institutions annually dependent upon legislative grants, long-term appointments are probably legally impossible.

(4) We believe there have been marked gains in definiteness of terms of faculty appointments. Both the Association of American Colleges and the American Association of University Professors have, we think, aided in this. We are impressed with the policy adopted by one of the member colleges of the Association of American Colleges, a printed copy of which is enclosed with every notification of a new appointment. We believe this so useful that we quote it herewith:

1. Every new member of the faculty will be engaged on a temporary basis. This temporary period of time will be of two years' duration unless either grave moral delinquency or gross incompetence should make it necessary for the college to terminate such service at an earlier date.

2. During the second year of this trial period, either the college or the teacher may terminate the latter's connection with the college by the serving of a notice, six months prior to the end of the second academic year.

3. A. If, during this trial period, a member of the faculty holding the rank of assistant, associate, or full professor proves entirely satisfactory to the college and wishes to remain in his position, the college will then offer him a contract of indefinite tenure.

B. If, during this trial period, a member of the faculty holding the rank of instructor proves entirely satisfactory to the college and wishes to remain in his position, the college may, at its discretion and upon recommendation of its Faculty Committee, either

a. extend the trial period for two more years, or

b. offer him a contract of indefinite tenure.

4. Except for grave moral delinquency or gross incompetence, no member of the faculty who has received a contract of indefinite tenure will be dismissed or refused reappointment later than one full academic year before the proposed termination of his services.

5. In case dismissal is necessary, after a member of the faculty has received a contract of indefinite tenure, a statement of the grounds for such action will be formulated and transmitted to the individual in writing.

6. Each such individual shall then have the right to appear before the Executive and Faculty Committees of the Board of Trustees meeting in joint session, at which time he will be given an opportunity to present in full his side of the case.

7. The results of this hearing will then be reported to the Board of Trustees as a whole.

8. The final decision will rest with the Board of Trustees as a whole.

9. A copy of this policy regarding academic tenure will be presented to each new member of the faculty prior to his original appointment and his acceptance of the appointment will indicate his understanding and acceptance of this policy.

(5) We believe in the value of faculty committees, usually elected by the faculty itself, to advise with the President regard-

ing appointments, dismissals, and promotions; colleges having such committees report quite generally that they promote closer cooperation between faculty and President in such matters.

(6) College Presidents often view the American Association of University Professors, and its Committee on Academic Freedom and Tenure, as excessively anxious to bring to light cases of supposed injustice to faculty members. Readers of the Reports of this Committee, as printed in the *Bulletin* of the American Association of University Professors, might gain this impression. We are impressed with the fact that the American Association of University Professors strives vigorously to settle misunderstandings wherever possible without recourse to printed findings.

The number of cases settled annually by official notification that the Committee will not investigate because it believes the question can be settled internally or the evidence is inconclusive or no useful purpose will be served or that the teacher is mistaken, exceeds the number in which there is a printed report criticizing the college. For example, in 1934, fifty-six cases were presented to the Committee; five were withdrawn, twenty-eight were rejected by the Committee, and fourteen were handled without publicity; in only nine were there investigations leading to public reports. We are interested to learn that the number of cases submitted this year is less than those for the preceding three years.

(7) The Commission believes that academic freedom and tenure, besides giving privileges, impose on both college and teacher responsibilities. For every privilege there is a corresponding responsibility; the privilege of academic freedom is no exception to this principle. A contract or other mutual agreement entered into between an individual and an educational institution should be considered just as binding upon the individual as upon the institution. It should not be abrogated by either party without mutual consent, except for due cause. "Due cause" should include failure on the part of either party to keep in good faith the terms of such a contract or agreement.

We believe that the investigations of the American Association of University Professors, particularly when a report adverse to the institution may be printed, would be more effective if the

investigating committee included an administrative officer from another institution. It has also been suggested that the President of the institution reported upon be given reasonable space in the *Bulletin* containing the report, to comment thereon; this might result in a printed rebuttal by the President, possibly not as judicial in tone as the original report, and hence might be inadvisable.

The Commission believes that the two following paragraphs from the Report of Committee A of the American Association of University Professors, submitted at their annual meeting six weeks ago, are of sufficient interest to be quoted here:

"The Association always has insisted that an investigation of an institution does not of itself imply a presupposition that the administration has been at fault. A report favorable to the administration may be accepted and ultimately published. In a number of cases which reached the committee in 1934, and in which no report of any kind ever reached the membership or the public, the decision was favorable to the administration. In one of these cases, a special committee made a thorough investigation, and filed a detailed report sustaining the President. The Association offered to publish a statement in the *Bulletin* summarizing the results of this investigation. Nothing appeared in print solely because the President of the institution believed it desirable, for the professor and the college, to avoid all publicity.

"It is not the function of the American Association of University Professors to prevent the elimination of the unfit, the lazy, and the inefficient from the profession. Moreover, the Association can hardly deny to administrators in times of genuine financial distress a reasonable discretionary power, in choosing among their staffs, those most fitted to remain. Most administrations have made honest efforts to preserve the integrity of their staffs, and to distribute the effects of depression budgets as fairly and widely as possible, and there have been few cases coming to the attention of the Committee in 1934 in which economic reasons were falsely alleged to cloak other, less defensible, causes for action. In 'boom' times, many an instructor of only mediocre promise and ability, was able to retain his position, and even to obtain occasional salary increases. When changes become inevitable, under present budget conditions, administrators naturally select the least promising, the least efficient, and the least enterprising as the first to go. Committee A is not in the ambulance chasing business to pick up those who have

fallen by the wayside because of their own lack of ability, or laziness, or to force their reinstatement. But the Committee does insist that even the unfit and the least competent must have due notice of the termination of their contracts, and fair treatment. The observance of proper procedure in the relations between administrators and teachers remains one of the most important safeguards of our professorial liberties. Proper rules of procedure are ultimately as important for society and the administrator as they are for the teacher. The right kind of men or women cannot be attracted to a profession whose rules of tenure have never been clearly recognized, any more than a real teacher can function in a community where he is the victim of constant nagging and espionage by pressure groups, intent upon enforcing their own special standards upon the school system."

(8) This Commission has been asked to consider certain cases where college presidents believe they have been unjustly dismissed. Without at all passing on the merits of such cases, the Commission records its opinion, which the Executive Committee of the Association of American Colleges has already expressed, that investigations of and publicity on such cases are outside the province of the Association of American Colleges, and that, even if this were not the case, they would be likely to do more to harm than to help both the president and the college involved.

PSYCHOLOGY AT VIENNA. The fourth annual Summer School in Psychology of the Psychological Institute is to be held during the coming summer at the University of Vienna, all courses to be conducted in English by members of the faculty of that University, under the leadership of Karl and Charlotte Buehler. Information concerning this Institute may be secured from Dr. Henry Beaumont, Department of Psychology, the University of Kentucky, Lexington.

STATEMENT BY DR. W. W. COOK

GENERAL SECRETARY, AMERICAN ASSOCIATION OF UNIVERSITY
PROFESSORS

IN the few minutes at my disposal this forenoon, I wish first of all to bring to you the cordial greetings of the officers and nearly twelve thousand members of the American Association of University Professors. For many years our Association has enjoyed cordial cooperative relations with your Association. So far as I am informed, the earliest formal connection between the two Associations was in 1923, when a representative of the Association of American Colleges attended our annual meeting. My predecessor in office as General Secretary, Dr. H. W. Tyler, had begun corresponding with Secretary Kelly still earlier and continued to do so throughout his term of office. Occasional visits were also interchanged. It was early recognized, as you have had recalled to you by President McConaughy's report this morning, that cooperation between the two Associations in defining the principles of academic freedom and tenure would be of great value. At the conference in January, 1925, the Association of American Colleges was represented by John R. Effinger, our own Association by A. O. Leuschner, F. S. Deibler, and A. O. Lovejoy. It appeared that the Commission of the Association of American Colleges had worked out a document which, after somewhat thorough examination and revision, was acceptable to the conference, and this has been used ever since, with excellent effect. The recent conference referred to in the Report of the Commission on Academic Freedom and Academic Tenure has made it abundantly clear that, while we approach this problem from somewhat different angles, the cooperation initiated in 1925 may be wisely supplemented by regular interchange of ideas.

Another line of activity in which our interests met was that of the Appointment Service. Dr. Mayer, representing our Association at the annual meeting of the Association of American Colleges at Washington in 1930, outlined the plans for the Service. While the Association of American Colleges, as far as I am aware, has never had occasion to take any formal action about the Service, members of the Association have made use of it,

and a still larger number would doubtless have done so, but for current economic conditions. From some of these appointing officers, we have received helpful suggestions. Now that the question of continuing the Service beyond the experimental period is under consideration by the Council of our Association, it would seem to me highly desirable to ascertain, at least informally, the feeling of members of the Association of American Colleges on the expediency of continuing such a Service, with particular reference to the question whether our plan of furnishing a list of eligible members meets a real need which is likely to increase considerably in the coming years.

In order to bring the problems connected with the Appointment Service more concretely before you, let me describe briefly our procedure when called upon to aid in filling a vacancy. First, of what we do not do: we do not attempt to select from our list of registrants some one person as the one best qualified for the position in question, and push him for the appointment, as commercial agencies are likely to do. What we do is to send to the appointing officer concerned statements giving the records of those registrants who seem to us most nearly to meet the specifications. We plan to send sufficient information to enable those who are to do the appointing to decide whether they wish to investigate more carefully into the merits of one or more of those on the list. The question which I wish to put to you today is, whether a service of this kind is worth while and likely to meet a real need. As a matter of fact, after five years of experience we find it as yet little used by the members of your Association. An expression of a candid opinion on the part of members of the Association of American Colleges will be welcomed, as we are now reexamining the whole problem.

Another activity of ours in which community of interest seems important is that of our Committee on College and University Teaching. The original appointment of this Committee was based on an address by a former President of the Association of American Colleges who had been previously most active in our own earlier years, Dr. F. H. Wilkins, of Oberlin College. The results of the inquiry have been widely circulated and discussed.

At present, we are actively engaged in developing a plan for studying the effects of the depression on higher education and on

plans for recovery and reorganization. This whole subject is naturally of the greatest interest to all members of the Association of American Colleges, and we venture to count on the maintenance of advantageous cooperative relations in conducting the investigation.

Perhaps I might add that we have in our *Bulletin* borrowed freely from the BULLETIN of the Association of American Colleges, and hope our loans have been repaid at least in part.

From the foregoing you will see that it is and always has been the view of the American Association of University Professors that the carrying on of our institutions of higher learning is a cooperative enterprise in which the administrative officials on the one hand and the members of the faculties on the other are partners. In saying this I wish to avoid giving the impression that because this is so we believe that there are no points of contact at which friction may arise, for we all know that this is not the case. To shut our eyes to the realities of the situation would be little short of foolish. Experience in all fields shows that on the one hand those charged with administering almost inevitably tend to minimize unduly the need of restraints upon administrative power—at least so it seems to me as a lifelong student of government and law—and that on the other hand those not charged with the duty of getting things done tend to overlook the very real difficulties confronting administrative officials, who have to act and at the same time to take account of and adjust and compromise the conflicting interests of the various elements in a community, whether it be a nation, a state, a city, or an institution of higher learning. What I wish to emphasize upon this occasion is that our Association believes that although these possibilities of friction exist and will continue to exist so long as human nature is what it is, it will be possible to reduce friction to a minimum if each partner keeps in mind so far as possible the point of view of the other and the fact that we both have our eyes fixed upon the same ultimate goal, even though at times we may differ as to the best methods of attaining that goal.

This brings me to my final point, namely, that since the administration and the faculty are engaged together as partners in this common enterprise, it is desirable that in dealing with problems of academic freedom and of tenure both partners be consulted

before important action is finally taken. The common platform of principles adopted by the two Associations gives in general outline what needs to be done in order to insure the participation by both administration and faculty in these matters of common interest. There remains the problem of implementing those principles by the creation of concrete devices such as those described in President McConaughy's report. It is the firm belief of the officers of the American Association of University Professors that by taking counsel together in conferences similar to that recently held it will be possible to do more than in any other way to work out a satisfactory solution of the problems with which we are all concerned.

The BULLETIN Circulation Department reports with pleasure a considerable increase in the number of subscribers for 1935, from individuals and from college clubs. The president of an institution in which there had been a club of twenty BULLETIN subscribers last year recently wrote:

I have been intending to write you ever since receiving the last (December) BULLETIN. I thought it was a very, very good one. I should like very much to see that the members of my College Board each receive a copy of that issue. I am placing an order for twenty additional subscriptions for 1935 in addition to the twenty we have already had, and I shall distribute these twenty to my Board members.

The special offer of annual subscriptions to the BULLETIN at fifty cents each in clubs of ten or more mailed to one address has proved very much worth while. The special offer to Association faculty and board members of subscriptions individually addressed at \$1.00 is also highly appreciated, judging by the response with which it has met. Both offers for the new volume beginning with the present issue are still open and the March number will be sent promptly on receipt of new orders. The regular price of an annual subscription outside Association membership is \$3.00.

REPORT OF THE COMMISSION ON EDUCATIONAL SURVEYS

DAVID A. ROBERTSON, *Chairman*
PRESIDENT OF GOUCHER COLLEGE

THE Commission on Educational Surveys reports the completion of a study of surveys of higher education prepared by Professor Walter C. Eells, of Stanford University. Arrangements are in progress for its early publication. Professor Eells will present a summary of the results of the different surveys before a meeting of the American Educational Research Association at Atlantic City in the latter part of February.

The educational survey is a twentieth century phenomenon. During the last twenty-five years more than two hundred surveys of higher education have been published in the United States, at a cost of over three million dollars. The published reports comprise over forty thousand pages of material. Several hundred reports have been made but not published. Almost nineteen hundred institutions, existing or defunct, have been covered.

Two hundred and thirty published reports form the basis of Professor Eells' study. In nine chapters he presents a history of the survey movement, an analysis of the contents and techniques of the published reports, the success of the reports as measured by the adoption of recommendations, a detailed study of thirty of the most important surveys and finally the probable trends in the development of surveys in higher education.

Seven appendices afford matter for detailed study of particular surveys or groups of surveys. The descriptive lists include seventy-five mimeographed and some three hundred manuscript reports. There are indices to 1,887 institutions, some three hundred topics, and the names of 551 individuals on survey staffs. There is an annotated bibliography of ninety-four titles of books and articles dealing specifically with higher education surveys.

The Commission on Surveys emphasizes the importance of this survey of surveys for all colleges contemplating general surveys or "self surveys" and especially for college and university administrators, many of whose present problems are of the survey type. It is hoped that the volume will assist college presidents and faculties in the use of surveys not only of their own institutions but of others.

REPORT OF THE COMMISSION ON ENLISTMENT AND TRAINING OF COLLEGE TEACHERS

ALBERT BRITT, *Chairman*

PRESIDENT OF KNOX COLLEGE

YOUR Commission has been considering for some time the problem of the subject-matter of their studies and reports. The general thesis of college teaching has been thoroughly stated by President Wilkins and President McConaughy and others, and there seems little point in restating a matter so thoroughly outlined. It has seemed, however, to your committee that it was worth while to return to the basic question of the present composition of college faculties. It is fair to assume that present faculties represent at least an attempt to approach the ideal, subject to the usual difficulties of salary schedules, available material, and ordinary errors of judgment. In other words, our present faculties tend to be on the average the best that we can secure under the circumstances prevailing at each institution. To be sure there are individual conditions of varying importance. Colleges under strict denominational control have, in the past at least, favored members of the controlling denomination, sometimes perhaps to the comparative neglect of considerations of scholarship, experience, teaching ability, etc. These considerations, however, are diminishing in force and in general one may say that colleges incline more and more toward the selection of the best teachers available under the circumstances.

This brings up the question of possible changes in type of material. We are all aware that, in general, the teaching profession has altered in certain important respects in recent years. The type of people entering it, their background, motives, purposes, etc., are different from those prevailing thirty years ago. How are they different and what possible effect are the differences producing in the teaching process and in the resultant product? To arrive at any satisfactory answer to this question it is idle to speculate; only an inquiry into the facts will supply useful evidence. To this end your Commission was happy to approve a suggestion made by Dr. Beverly W. Kunkel of the Department of Biology of Lafayette College, that he conduct an

inquiry among college teachers to discover certain basic facts. After consultation with Dr. Kunkel, President Lewis and Dr. Kelly, and discussion and approval by the Executive Committee of the Association, this inquiry was authorized. The field selected is the membership of the American Association of University Professors, as representing possibly the more active and generally typical individuals. This Association has a membership of about 12,000 out of a total of some 67,000 teachers in all college faculties of the country.

The questionnaire is expected to throw light on the following:

(a) The family backgrounds of teachers so far as they are shown by the place of birth and occupations of parents and grandparents.

(b) The educational backgrounds to the extent of determining whether preparation for college was had in public schools, private schools, or at the hands of private tutors, as well as the colleges and universities from which the various degrees in course were obtained. Information is also sought in regard to institutions other than the ones in which the degrees were taken.

(c) The occupational status, including the present rank and number of years of service together with other teaching positions both in secondary schools and in lower ranks in college. Administrative educational positions and professional and other occupations during vacation periods will be determined as well as information regarding publication of books and professional articles and participation in professional expeditions. Information is sought as to professional recognition by determining honorary degrees and other professional honors, including offices in professional societies and professional work beyond that of the college itself.

(d) Community and non-professional interests are sought as throwing light on certain phases of personality.

By studying the distribution by years and colleges of the teachers in the several departments of instruction there is reason for believing that attention will be called anew to the all important question of the quality of the individual teacher who attracts students to follow in his footsteps.

It is the opinion of your Commission that information to be secured by such an inquiry will reveal certain vital facts in con-

nection with the present teaching personnel in American colleges. Information is at hand as a result of other inquiries, notably, one made in connection with a Doctor's thesis in the Department of Education at New York University which gives the facts of record as to the percentage of advanced degree holders, length of graduate study, etc. This information has a certain importance at least superficially, but after all it does not go vitally into the fundamental attributes of the teacher. An increasing restlessness is evident among college administrators over the attempt to standardize teaching appointment or promotion on the basis of either degrees or years of service. If the liberal arts college has an exclusive reason for its existence it lies in the relationship of teacher with student, both within and without the classroom. It is obvious that no one can teach a subject without a thorough knowledge of that subject; it is equally true that no teacher can produce lasting results without an impact of character upon character. The effectiveness of this impact depends upon personality, motives and ideals on both sides. The ends toward which Dr. Kunkel's inquiry is directed should shed much light upon the forces operating among present active younger college teachers in this area of personality.

It is hoped that the inquiry will be completed in ample time to permit a full report at the meeting of the Association in 1936.

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THE EFFECT OF THE NEW STATEMENT OF POLICY OF THE NORTH CENTRAL ASSOCIATION UPON FACULTY AND STUDENT SCHOLARSHIP*

HENRY M. WRISTON

PRESIDENT OF LAWRENCE COLLEGE

CHAIRMAN OF THE COMMISSION ON FACULTY AND STUDENT SCHOLARSHIP

FOR the first time it may be said that an accrediting agency is putting a positive emphasis upon faculty and student scholarship. The old standards of the North Central Association of Colleges and Secondary Schools, like most such standards, were for the most part minimal measures of what were regarded as essential elements in the total inventory of a college. The students were to have so many units of preparation, and the faculty were to have such and such degrees. The library was to have a certain number of books, and the endowment must be at least so many dollars. Everything was stated in terms of minima, and all the measures were the measures of the least acceptable.

The temper of the new statement of policy is the opposite. One of the principal items in the announced purposes of the Association henceforth is "to stimulate through its accrediting practices the improvement of higher education in the territory of the North Central Association." This is the keynote both of the new Statement of Policy and of the Manual of Accrediting Procedures which accompanies it. The objective is not to allow the colleges to creep up to some rigid threshold of tolerable resources and procedures but to speed them forward toward worth while goals. It revolutionizes the entire temper, which now ceases to be negative, mandatory, and occasionally arbitrary, and turns it into a positive force encouraging as well as warning, stimulating, and advising institutions toward ever higher standards of achievement.

The dynamic character of the new Statement of Policy is reflected in its attitude toward itself. It contains this significant phrase: "The effect of this program of accrediting upon the welfare of institutions is the vital matter in its formulation and

* Presented in lieu of a formal report for the Commission on Faculty and Student Scholarship.

adoption. Continuous study leading to adjustment and improvement is accepted as necessary to the full fruition of the plan and will be considered an integral part of the regular accrediting activities of the Association. It shall be the policy of the Commission to study the operation of the principles given in this statement of policy." The secretary of the Board of Review is instructed to make annual studies "so chosen as to make it possible from time to time to determine improved procedures and criteria." Thus the Statement of Policy is neither formal in its requirements, nor is it static in its own conceptions. It is, rather, a living, growing, developing force for strengthening academic life and work.

The attitude of the new policy toward the faculty is in sharpest contrast to the old standards. They required a minimum of eight departments, which, in view of the fractional character of most modern departments, meant substantially nothing. They stipulated that heads of departments should have the Ph.D. degree or its equivalent. The requirements being formal were often met by formal devices. In many cases where a person had held the title of full professor his rank was reduced to that of an instructor, in order to have him meet the requirement regarding training. A person with a Doctor's degree might be given the title of head of the department though he exercised no real functions save those of making the institution eligible for accreditation. Departments were combined, not on the basis of any inherent relation or any significant educational purpose but by a species of curricular gerrymander to provide an adequate number of department heads with the Doctor of Philosophy degree. These were all shoddy or dishonest devices for which the standards were not to blame, but they were possible because the standards had no dynamic quality.

In sharp contrast, the new Statement of Policy stipulates that "an institution should have a competent faculty, organized for effective service, and working under satisfactory conditions." Competence is to be judged on the basis of the amount and kind of education individual members have received, their experience and publications, and other evidences of scholarship. The faculty-student ratio gives some indication whether both are working under satisfactory conditions. The number of teaching

fields represented by the training and experience of the faculty, and the question whether instructors are teaching in a field in which they have had specific preparation, are also vital. Thus the degree does not become a blanket approval for a historian to teach in any of the humanities or for a scientist to teach languages. Organization for effective service will be indicated by the nature of faculty participation in the government of the institution, by the frequency of faculty meetings and the subjects there considered, the functioning of faculty committees, and the structure of the faculty organization itself. In other words, for the first time, not degrees, earned in many cases many years before, but the present value of the faculty, its specific adaptation to its own tasks and problems are to be taken into account. In all this there is nothing formal or sterile. The requirements may not be met by gestures empty of substance. Conditions under which the faculty works will be judged, first, by salary policies; second, by observance of sound principles of tenure and freedom; third, by stability of service, including methods of making new appointments and of inducting new instructors into the teaching enterprise; and fourth, by the instructional load and consequent opportunities afforded for contact with students.

Finally, institutional aids to faculty growth have great significance. Leaves of absence for study, travel, and scholarly work, and modern and adequate provisions for retirement and insurance are significant evidences. The competence of the faculty, moreover, will be judged on the basis of its familiarity "with current discussions of instructional problems at the college level and with recent experimental studies of college problems." The words "alert" and "alertness" repeatedly appear throughout the Manual.

This summary review of the items more directly touching the faculty reveals with perfect clearness that here is a new, direct, and positive emphasis upon faculty scholarship, totally wanting under the old standards. There is no opportunity for formal adherence without substantial realization, for chicanery or unreality. There is a steady drive toward the achievement of optimum goals.

This same emphasis appears also in the section of the Statement of Policy which has to do with the institution's study of its own

problems. One of the principal statements is that "an institution should continuously study its policies and procedures with a view to their improvement and should provide evidence that such useful studies are regularly made." The Manual of Procedure gives overwhelming evidence that this is regarded as of the first importance. Experimentation is to be encouraged, but not experiment without control undertaken merely for the purposes of making a showing and furnishing publicity material.

Undergraduate scholarship has a like emphasis with that of the faculty. The Statement of Policy says "the organization of the curriculum should be such as will best serve students of the type whose admission is implied by the declared purposes of the institution," and "the merit of a curriculum organization will be judged primarily by the manner in which it functions." Again, institutions "will be expected to show a sympathetic concern for the quality of instruction offered students and to give evidence of efforts to make instruction effective." They must adjust "the curriculum and teaching procedures to the abilities and interests of students" and make examinations "more reliable and more accurate measures of student accomplishment." Perhaps the greatest bane of student scholarship has been the tendency to spread bait for more students by offering all kinds of courses in many fields not compatible with any coherent aim of the institution. The new Statement of Policy insists that an institution "admit only those students whose educational interests are in harmony with the purposes of the institution and whose abilities and previous preparation qualify them to pursue the studies to which they are admitted." The institution is to be judged by the manner in which it inducts the students, by the procedures of its personnel service, of its health program, and of its capacity to stimulate students to high scholarship and to personal development.

Both faculty and student scholarship are envisaged in the statements regarding the library. The library no longer is to be a part of the college with a minimum number of books and minimum annual expenditures, but is to "provide the reading facilities needed to make the educational program effective" and what is more significant there must be "evidence that such facilities are appropriately used." The library which stood at the periph-

ery of the college in the old standards now becomes the focal point, and the emphasis is shifted from its possessions to its effective utilization. In the "pattern map" which reduces to graphic form the total picture of the institution, there are eight items regarding the library alone. Those items represent, for the most part, not a library *in situ* but a library in action. Indeed, among the preliminary studies which laid the foundation for the new Statement of Policy it seemed to me that the library data gave the best single criterion for judgment of the excellence of an institution.

Reference to units and specific subjects of admission have been swept away. Courses and credits for graduation are no longer mentioned. Instead, emphasis is placed upon the search for something which more nearly reflects the reality of the educational process. These changes likewise look to the improvement of faculty and student scholarship.

From an administrative point of view the new Statement of Policy offers difficulties. It lays upon the individual institution responsibility for filling out mountainous schedules of information; it lays upon the secretary of the Commission on Institutions of Higher Education a monumental task in analyzing that data; it lays upon the groups who are to make surveys in doubtful cases onerous and exacting duties, and it refers to the Board of Review this whole mass of material with the simple injunction to "take appropriate action." Opinions will differ as to the workability of any plan which has no fixed laws, no minimal standards, and which may be called a government of men and not of laws. These problems lie with the future, but there can be no question that the purpose, intent, and emphasis of the new Statement of Policy are upon improved scholarship.

REPORT OF THE COMMISSION ON PERMANENT AND TRUST FUNDS

F. L. JACKSON, *Chairman*

TREASURER OF DAVIDSON COLLEGE

WHILE your Commission on Permanent and Trust Funds has not been able to see much that could be done during the present year in the way of securing trust funds for educational institutions, we have been very much interested in studying the problem of gifts to institutions from all of its angles. One of the facts that impresses us most is the change in emphasis so far as the motives that prompt men to make such gifts are concerned.

It seems to us that different motives prompted men some decades ago to use their wealth for the benefit of educational institutions from those that influence them at the present time. Let us suggest some of the motives that it seems to us formerly actuated men in making their gifts.

First, there was the political motive. It was felt that the safety of the state in a democracy depended on the intelligence of the electorate. Public schools for the masses were established, state universities were built with chairs of political science in them. The idea was that the general public must be given the rudiments of education and that the leaders must be trained in government in a school of higher requirements. Thomas Jefferson acted on this idea in building the University of Virginia.

The second dominant motive of this earlier period was the idea that education paid—was economically profitable. The way to make people successful in a business or economic way was to educate them. Trade, mechanical and industrial schools were established in addition to the universities where men were educated for political purposes. The establishment of Cornell University by Ezra Cornell was somewhat an expression of this idea.

The third motive that prompted men of wealth in this period to give their means to education was the idea of helping deserving and aspiring youth. A man who had made a success in business wanted to give an opportunity to a boy of promise and sent him to college, or provided a school for such young men. It was the day of scholarship and loan funds.

All these motives still appeal to men of large wealth, but we believe we discern other motives that are actuating rich men of today in their gifts to education. We want to enumerate several of these newer motives so you can reflect on them, and, if they appeal to you, make use of our suggestions in your search for funds for your institutions.

The first of these new motives that we would call to your attention is that men of wealth seem to be becoming conscious of the fact that their fortunes have been acquired through the aid of social forces and, out of gratitude and a sense of responsibility to society in general, they want to make a contribution to society as a kind of return for what it has done for them. Every wealthy man, whether he realizes it or not, is a great social leader. His very leadership of large groups of men has made it possible for him to acquire great wealth. As he reflects on the sources of his wealth he very naturally feels that he should make some return to the social groups that have contributed so largely to his fortune.

The second motive that prompts men of large wealth today to establish foundations and endowments is the idea that by so doing they may bring about a better social condition in general. Social improvement and social betterment are their motive. Through these foundations education has become much more general than formerly, and gifts to an educational institution nowadays do not go for any particular group or class, but to society in general. A great many gifts to modern educational institutions are a sort of voluntary tax, the donor recognizing that by his gifts he may elevate society in general and thus promote the general welfare.

The third motive, as we see it, that prompts men of large means to make donations to institutions, is the feeling they have that education is a great stabilizing influence in modern society, not only in our political life but in our economic life. An education in a liberal arts college tends to make a man more conservative. He becomes aware of the value of tradition and custom and understands that gradual evolution rather than radical revolution is a much more desirable way of advancing the cause of human civilization. A study of history, literature, government, and kindred subjects tends to confirm a man in these beliefs and

ideas. While the motive for giving, with this idea in mind, is a very statesmanlike one, from one point of view, it might be regarded as an excellent offensive defense by men who possess great wealth. Wealth can preserve itself by properly educating men toward conservatism.

It seems to us that, as we appeal for funds for the benefit of our institutions of higher learning, we should bear in mind these newer motives that are prompting men to make large gifts to our institutions, as well as those older motives that actuated men to such a large extent in the past. This is essentially the day of great foundations and endowments, the funds from which are being used for the general welfare of the human race. A large share of these funds very naturally comes into the activities of our educational institutions, for education is coming to be recognized as one of the greatest factors of all in the advancement of human civilization. The General Education Board, the Carnegie Corporation, the Duke Endowment, and a number of other foundations and endowments of this general type, represent the result of these newer motives that prompt men of wealth to make a contribution to society in general.

ADDITIONS TO THE OFFICE LIBRARY

- Abstracts of Dissertations Presented by Candidates for the Degree of Doctor of Philosophy.** Autumn Quarter, Spring Quarter, 1933-34. The Graduate School, Ohio State University, Ohio State University Press, Columbus, O. 1935. 233 pp. pa.
- Adam Smith and the Eighteenth Century Concept of Social Progress.** Gordon B. Strong. University of Chicago Libraries, Chicago, Ill. 1932. 70 pp. pa.
- The Adjustment Service.** Jerome H. Bentley. American Association for Adult Education, 60 E. 42nd Street, New York, N. Y. 64 pp. pa. Free.
- At War With Academic Traditions in America.** A. Lawrence Lowell. Harvard University Press, Cambridge, Mass. 1934. 357 pp. \$4.00.
- Charters and Basic Laws of Selected American Universities and Colleges.** Edward C. Elliott and M. M. Chambers. Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York, N. Y. 1934. 640 pp. pa.
- College and Life.** M. E. Bennett. McGraw-Hill Book Company, New York, N. Y. 1933. 456 pp.
- College Years.** Joseph B. Heidler. Ray Long and Richard R. Smith, Inc., New York, N. Y. 1933. 344 pp.
- The Dean of Women.** Lois K. Mathews. Houghton Mifflin Company, Boston, Mass. 1915. 275 pp.
- The Dean's Window.** Otis E. Randall. Stratford Company, Boston, Mass. 1934. 323 pp. \$2.50.
- The Development of Faculty Personnel Accounting Forms for an Institution of Higher Learning.** Jesse L. Ward. Edwards Bros. Inc., Ann Arbor, Mich. 1934. 141 pp. pa.
- An English Bibliography of Examinations (1900-1932).** Mary C. Champneys. Macmillan and Co., Limited, London. 1934. 140 pp. 5/-
- The Evolution of the Negro College.** Dwight O. W. Holmes. Bureau of Publications, Teachers College, Columbia University, New York, N. Y. 1934. 221 pp. \$2.25.
- Financial Reports for Colleges and Universities.** Compiled by the National Committee on Standard Reports for Institutions of Higher Education, University of Chicago Press. Chicago, Ill. 1935. 285 pp. \$3.00.
- Furnishings and Equipment for Residence Halls.** Mary de Garmo Bryan and Etta H. Handy. Bureau of Publications, Teachers College, Columbia University, New York, N. Y. 1935. 95 pp. pa.
- Housing College Students.** Kathryn McHale and Frances V. Speek. American Association of University Women, Washington, D. C. 1934. 96 pp.
- Inter-Institutional Agreements in Higher Education.** Daniel S. Sanford, Bureau of Publications, Teachers College, Columbia University, New York, N. Y. 1934. 112 pp. \$1.50.
- The Judicial System of Metropolitan Chicago.** Albert Lepawsky. University of Chicago Press, Chicago, Ill. 1932. 265 pp.
- A Mathematical Reformulation of the General Theory of International Trade.** Theodore O. Yntema. University of Chicago Press, Chicago, Ill. 1932. 120 pp.
- Methods of Teaching the Fine Arts.** William S. Rusk, ed. University of North Carolina Press, Chapel Hill, N. C. 1935. 220 pp. \$2.50.
- Philosophies of Administration Current in the Deanship of the Liberal Arts College.** Merle S. Ward. Bureau of Publications, Teachers College, Columbia University, New York, N. Y. 1934. 128 pp. \$1.50.

- The Plight of the Bituminous Coal Miner.** Homer L. Morris. University of Pennsylvania Press, Philadelphia, Pa. 1934. 253 pp. \$3.00.
- Present Philosophical Tendencies.** Ralph B. Perry. Longmans, Green and Company, New York, N. Y. 1929. 383 pp.
- Proceedings of the Conference on Higher Education.** University of Oregon, Eugene, Ore. Commonwealth Service Series, Vol. 1, No. 2. 1934. 150 pp. pa.
- Proceedings of the Eleventh Annual Educational Conference.** Bulletin of the Bureau of School Service, University of Kentucky, Lexington, Ky. 1934. 98 pp. pa. \$.50.
- Publications in Philosophy.** Vol. 3. Paul A. Schilpp, *ed.* College of the Pacific, Stockton, Calif. 1934. 153 pp. pa.
- The Relations of Learning.** William S. Bizzell. University of Oklahoma Press, Norman, Okla. 1934. 177 pp. \$2.50.
- Research in Fine Arts in the Colleges and Universities of the United States.** Priscilla Hiss and Roberta Fansler. Carnegie Corporation, New York, N. Y., 1934. 223 pp. pa.
- Retirement Plans for College Faculties.** Rainard B. Robbins. Teachers Insurance and Annuity Association of America, 522 Fifth Avenue, New York, N. Y. 1934. 68 pp. pa.
- School Administration in the Twentieth Century.** Jesse B. Sears, *ed.* Stanford University Press, Stanford University, Calif. 1933. 84 pp. pa. \$1.00.
- Social Integration.** Robert Frank. Christopher Publishing House, Boston, Mass. 1935. 199 pp. \$1.75.
- A Survey of College Surveys.** Francis M. Heston. University of Kentucky, Lexington, Ky. 229 pp.
- A Ten-year Review of Studies in Higher Education.** H. H. Remmers. Purdue University, Lafayette, Ind. 1934. 91 pp. pa. \$1.00.
- The Trail of Life in the Middle Years.** Rufus M. Jones. Macmillan Company, New York, N. Y. 1934. 250 pp.
- Which College?** Rita S. Halle. 2nd rev. ed. Macmillan Company, New York, N. Y. 1934. 367 pp. \$2.50.
- The Year Book of Education, 1935.** Lord Eustace Percy, Sir Percy Nunn, Dover Wilson, University of London Institute of Education, London. 968 pp.

MINUTES OF THE TWENTY-FIRST ANNUAL MEETING
OF THE ASSOCIATION OF AMERICAN COLLEGES

JANUARY 17 AND 18, 1935

ATLANTA BILTMORE HOTEL, ATLANTA, GEORGIA

THURSDAY, JANUARY 17

First Session

THE Twenty-first Annual Meeting of the Association of American Colleges was called to order by the President of the Association, President William Mather Lewis of Lafayette College, at the Atlanta Biltmore Hotel, on Thursday morning, January 17, at ten o'clock.

A quartette from Emory University sang several numbers and the invocation was pronounced by President H. N. Snyder of Wofford College.

President John Hope of Atlanta University delivered an address of welcome on behalf of the colleges and universities of the South.

The Presidential Address was given by the President of the Association, President William Mather Lewis, his subject being, "The Personal Equation."

Following the address of the President, the annual report of the Executive Committee and the Executive Secretary was presented by the Executive Secretary, Dr. Robert L. Kelly.

The Executive Secretary read the following telegram from the Commissioner of Immigration and Naturalization with the recommendation, which was approved, that it be referred to the incoming Executive Committee:

Am sending you by air mail special delivery copies of correspondence with Dean Richtmyer of Association of American Universities with reference to complaints reaching this office relative to employment of foreign professors and instructors by American colleges and universities to alleged detriment of American educators. We have suspended action on these complaints pending an expression of views on the part of educational groups in this country. It has occurred to me that if the matter were brought up in the course of the meeting of the Association of American Colleges, whether formally or informally, you might be able to obtain

an expression of views and suggestions as to policy which would be of value to us in reaching our decision as to what action, if any, we should take. It would also be useful if you could arrange for the designation of some individual or committee to discuss with us any action that we may be requested to take or may contemplate taking on our own initiative. This suggestion on my part in accordance with the policy that we are endeavoring to establish of obtaining the views of interested persons and groups before taking action on matters seriously concerning them.

On motion of President Guy E. Snively of Birmingham-Southern College, it was

VOTED, That the report of the Executive Committee and Executive Secretary be received and placed on file; and that all of the recommendations contained therein be approved.

These recommendations were:

That the Committee on Recruiting be continued under the title Committee on Enrolment of Students.

That the Sponsoring Committee of the College Music Study be continued until the Study is issued.

That the Commission on Cost of College Education be merged with Representatives on the National Committee on Standard Reports for Institutions of Higher Education.

That the Commission of College Athletics be discontinued. (See further recommendations on page 158.)

That a Committee on Legislation be appointed with large and broad powers.

That the following colleges, recommended by the Executive Committee, be admitted to membership in the Association of American Colleges:

Tuskegee Institute, Alabama
Florida Agricultural and Mechanical College
Morris Brown College, Illinois
Elmhurst College, Illinois
Nazareth College, Michigan
St. Joseph's College, Michigan
St. Anselm's College, New Hampshire
Yeshiva College, New York
St. Mary's of the Springs College, Ohio
Villa Maria College, Pennsylvania
Pembroke College in Brown University, Rhode Island

Lander College, South Carolina
Winthrop College, South Carolina
Hampton Institute, Virginia

A gavel was presented to the Association by President M. L. Brittain of the Georgia School of Technology, and his letter of presentation was read by the Executive Secretary:

Please let me present a gavel so that you will always have it on hand at the meetings of the Association.

The annual report of the Treasurer was presented by the Treasurer of the Association, Comptroller LeRoy E. Kimball of New York University. He also submitted the tentative budget for 1935. (See page 168.)

VOTED, That the annual report of the Treasurer be accepted and placed on file; and it was further

VOTED, That the tentative budget for 1935 be accepted, subject to any modifications which the new Executive Committee may find it necessary to make.

The President of the Association announced the appointment of the following committees:

Committee on Nominations: President Lucia R. Briggs of Milwaukee-Downer College, Chairman; President James L. McConaughy of Wesleyan University; President Remsen D. Bird of Occidental College; and President W. P. Few of Duke University.

Committee on Resolutions: Dean Julian Park of the University of Buffalo, Chairman; President H. M. Moore of Lake Forest College; and President Irving Maurer of Beloit College.

The report of the Committee on Federal Legislation was presented by the chairman of that Committee, President Daniel L. Marsh of Boston University. It was

VOTED, That the report of the Committee on Federal Legislation be accepted and submitted to the sectional meeting on Financial Relationships of the Colleges.

The report of the Commission on Academic Freedom and Academic Tenure was presented by the chairman of that Commission, President James L. McConaughy of Wesleyan Uni-

versity. An additional report was presented by General Secretary W. W. Cook of the American Association of University Professors. It was

VOTED, That the report of the Commission on Academic Freedom and Academic Tenure be accepted and placed on file.

The report of the Commission on Permanent and Trust Funds, signed by the chairman of that Commission, Treasurer F. L. Jackson of Davidson College, was submitted, by title, by the Executive Secretary and at his suggestion was referred to the sectional meeting on Financial Relationships of the Colleges.

The report of the Commission on the Enlistment and Training of College Teachers was presented by the chairman of that Commission, President Albert Britt of Knox College. It was

VOTED, That the report of the Commission on the Enlistment and Training of College Teachers be accepted and placed on file.

The report of the Commission on Faculty and Student Scholarship was submitted, by title, by the chairman of that Commission, President Henry M. Wriston of Lawrence College, and was accepted and placed on file.

The meeting adjourned at 12:45 o'clock.

Second Session

The Thursday afternoon session of the Twenty-first Annual Meeting of the Association of American Colleges was given over to sectional meetings, beginning at 2:30 P. M.

Section A on "Improved Examinations—as better measurements of achievement, and as stimuli to improvements in the organization of courses and better instruction," was led by Dean C. S. Boucher of the University of Chicago and Dr. F. S. Beers of the University of Georgia.

Section B on "If Guidance is Inherent in Higher Education, Who Shall Guide?," was led by Dean Eugenie A. Leonard of Syracuse University. The discussion panel was composed of the following: Dr. R. A. Brotemarkle of the University of Pennsylvania; Dr. Francis Bradshaw of the University of North Carolina; Dr. Anna Y. Reed of New York University; Dr. J.

Hillis Miller of Bucknell University; Dr. Esther Lloyd-Jones of Teachers College, Columbia University, and Dr. Mary L. Brown of the American University.

Section C on "Financial Relationships of the Colleges—Federal Government, Alumni and Other Donors, Trust Companies, Insurance Companies, and the Legal Profession" was led by President W. M. Lewis of Lafayette College.

Section D on "Better Methods of Recruiting for Admissions" was led by President Charles J. Turck of Centre College, chairman of the Association's Committee on Recruiting. The discussion leaders were: President Albert Britt of Knox College; President William P. Tolley of Allegheny College; Dean R. W. Ogan of Muskingum College; and President D. M. Key of Millsaps College.

A special dinner session arranged for those interested in the problems of the college of liberal arts and sciences within tax-supported institutions was held, with Dean P. P. Boyd of the University of Kentucky as leader.

Third Session

The third session of the Annual Meeting was called to order by the President in the Ball Room of the Atlanta Biltmore Hotel, Thursday evening, January 17 at eight o'clock. Music was furnished by the glee club from Emory University.

In the absence of the Honorable Sumner Welles, Assistant Secretary of State, who was unable to be present, his paper on "The Roosevelt Administration and Its Dealings with the Republics of the Western Hemisphere" was read by Mr. Willard L. Beaulac of the State Department.

President J. J. Tigert of the University of Florida delivered an address on "The Outlook for the College Man and Woman."

The meeting adjourned at nine forty o'clock.

FRIDAY, JANUARY 18

Fourth Session

The fourth session of the Annual Meeting was called to order by the President on Friday morning, January 18, at nine forty-five o'clock.

The President announced that for lack of time the brief reports on Thursday's sectional meetings would not be given but would be included in the proceedings of the Association.

President Henry James of the Teachers Insurance and Annuity Association of America presented a paper on "The Present Status of Teachers' Pensions."

President John A. Lang of the National Student Federation of America presented a paper on the theme, "A Generation Makes an Appeal."

The Executive Secretary read the following resolution presented by Mr. Lang of the National Student Federation of America:

Be it Resolved, That the Association of American Colleges endorse the efforts of the United States Office of Education to set up in the Federal Government a device or youth service unit to coordinate and integrate national activities for youth's relief and adjustment.

This resolution was referred to the Resolutions Committee.

Papers were presented on four phases of "The Progress of the American College in Two Decades": "In Artistic Appreciation" by President Frederick C. Ferry of Hamilton College; "In Intellectual Achievement" by President Frank Aydelotte of Swarthmore College; "In Social Insight" by Professor Edwin Mims of Vanderbilt University; and "In Moral Control" by Rector James H. Ryan of The Catholic University of America.

On behalf of the Committee on Resolutions, Dean Julian Park presented the resolution endorsing a youth service in the United States Office of Education. It was:

VOTED, That the report of the Resolutions Committee be referred to the Executive Committee for further study.

The Committee on Nominations, through President W. P. Few of Duke University, placed before the Association the nomination of officers and members of the Executive Committee and of the Permanent Commissions and Special Committees. It was

VOTED, That the report of the Committee on Nominations be accepted and that the Secretary be instructed to cast the unanimous vote of the Association accordingly.

The following officers and members of the Executive Committee and of the Standing Commissions and Committees of the Association were elected for the year ending in January, 1936:

President: President Henry M. Wriston of Lawrence College

Vice-President: President James R. McCain of Agnes Scott

Executive Secretary: Robert L. Kelly

Treasurer: LeRoy E. Kimball, Comptroller of New York University

Additional Members of the Executive Committee:

Sister Antonia, President of the College of St. Catherine

President William Mather Lewis of Lafayette College

Secretary Robert M. Lester of the Carnegie Corporation

President Raymond Walters of the University of Cincinnati

Commission on Academic Freedom and Academic Tenure:

President James L. McConaughy, Wesleyan University, *Chairman*

Chancellor S. P. Capen, The University of Buffalo

President William C. Dennis, Earlham College

President Meta Glass, Sweet Briar College

President E. J. Jaqua, Scripps College

President R. A. Kent, University of Louisville

President E. D. Soper, Ohio Wesleyan University

Commission on College Architecture and College Instruction in Fine Arts:

President Frederick C. Ferry, Hamilton College, *Chairman*

Dean Roy J. Deferrari, The Catholic University of America

President Meta Glass, Sweet Briar College

President F. P. Keppel, The Carnegie Corporation

Mr. J. Fredrick Larson, Dartmouth College

Professor Arthur Pope, Harvard University

Dr. Randall Thompson, Peace Dale, Rhode Island

*Commission on Cost of College Education:**

Auditor T. L. Hungate, Teachers College, Columbia University

Controller Lloyd Morey, University of Illinois

President E. E. Rall, North Central College

Commission on Educational Surveys:

President David A. Robertson, Goucher College, *Chairman*

Professor Walter C. Eells, Stanford University

Director Arnold Bennett Hall, Brookings Institution

Executive Secretary M. C. Huntley, Southern Association of Colleges and Secondary Schools

* This Commission was discontinued by vote of the Executive Committee, March 9, 1935.

Professor Floyd W. Reeves, The University of Chicago
 Dr. George F. Zook, American Council on Education

Commission on Enlistment and Training of College Teachers:

President Albert Britt, Knox College, *Chairman*
 President J. R. Angell, Yale University
 President L. W. Boe, St. Olaf College
 President Lucia R. Briggs, Milwaukee-Downer College
 Sister M. Ethelbert, College of Notre Dame of Maryland
 President H. P. Rainey, Bucknell University

*Commission on Faculty and Student Scholarship:**

Dean C. S. Boucher, The University of Chicago, *Chairman*
 President Katharine Blunt, Connecticut College
 President C. D. Gray, Bates College
 Professor Edward S. Jones, The University of Buffalo
 Dr. Kathryn McHale, American Association of University Women
 President H. P. Rainey, Bucknell University

Commission on Permanent and Trust Funds:

Treasurer F. L. Jackson, Davidson College, *Chairman*
 Dr. A. W. Anthony, Trustee of Bates College
 Assistant-to-President W. F. Bohn, Oberlin College
 Assistant-Treasurer Raymond L. Thompson, University of Rochester
 President Rees E. Tulloss, Wittenberg College

Committee on the Enrolment of Students:

President Charles J. Turck, Centre College, *Chairman*
 President Remsen D. Bird, Occidental College
 President L. W. Boe, St. Olaf College
 President Albert Britt, Knox College
 President W. P. Few, Duke University
 President Clifton D. Gray, Bates College
 President R. C. Hutchison, Washington and Jefferson College
 Dean R. W. Ogan, Muskingum College

Committee Sponsoring College Music Study:

President E. H. Wilkins, Oberlin College
 Dean H. L. Butler, Syracuse University
 Professor G. S. Dickinson, Vassar College
 President John Erskine, Juilliard School of Music
 President Frederick C. Ferry, Hamilton College
 Director Howard Hanson, Eastman School of Music, the University of
 Rochester
 Professor Walter E. Hartley, Occidental College
 Dean Ernest Hutcheson, Juilliard School of Music

* This Commission discontinued by the Executive Committee, March 9, 1935.

Dr. W. S. Learned, The Carnegie Foundation for the Advancement of Teaching

Professor Douglas Moore, Columbia University

Professor James B. Munn, Harvard University

President Garfield B. Oxnam, DePauw University

Mr. Myron C. Taylor, United States Steel Corporation

Secretary Burnet C. Tuthill, National Association of Schools of Music

Professor Paul J. Weaver, Cornell University

Professor Karl Young, Yale University

Dr. Robert L. Kelly, *ex-officio*

Representatives on the American Council on Education:

Chancellor Samuel P. Capen, University of Buffalo (three years)

President Henry M. Wriston, Lawrence College (two years)

President James R. McCain, Agnes Scott College (one year)

Representative on National Research Council:

Professor Arthur H. Compton, The University of Chicago

The outgoing President of the Association then presented the new President of the Association, President Henry M. Wriston of Lawrence College, who spoke briefly.

After a tribute to the Executive Secretary, Dr. Robert L. Kelly, the President declared the meeting adjourned.

For the Secretary of the Association

BY TERESA DRUMHELLER

MEMBERS OF THE ASSOCIATION OF AMERICAN COLLEGES

OFFICERS AND MEMBERS OF THE EXECUTIVE COMMITTEE FOR YEAR ENDING JANUARY, 1936

President, HENRY M. WRISTON, President of Lawrence College
Vice-President, JAMES R. MCCAIN, President of Agnes Scott College
Treasurer, LEROY E. KIMBALL, Comptroller of New York University
 SISTER ANTONIA, President of the College of St. Catherine
 ROBERT M. LESTER, Secretary of the Carnegie Corporation
 WILLIAM MATHER LEWIS, President of Lafayette College
 RAYMOND WALTERS, President of the University of Cincinnati
Executive Secretary, ROBERT L. KELLY

The Association of American Colleges is not a standardizing agency. Election to membership does not involve any kind of academic status except that stipulated in the *By-Laws* of the Association. By order of the Association, in the case of universities the unit of membership is the university college of liberal arts. Unless otherwise indicated the name of the president or the chancellor is given in the column headed Executive Officer.

INSTITUTION	EXECUTIVE OFFICER
ALABAMA	
Alabama College, Montevallo.....	O. C. Carmichael
Birmingham-Southern College, Birmingham.....	Guy E. Snavely
Howard College, Birmingham.....	T. V. Neal
Huntingdon College, Montgomery.....	W. D. Agnew
Judson College, Marion.....	L. G. Cleverdon
Spring Hill College, Spring Hill.....	John J. Druhan
Talladega College, Talladega.....	B. G. Gallagher
Tuskegee Normal and Industrial Institute, Tuskegee Institute,	
	Robert R. Moton
ARIZONA	
University of Arizona, Tucson.....	Homer Le Roy Shantz
ARKANSAS	
Arkansas State College, Jonesboro.....	V. C. Kays
College of the Ozarks, Clarksville.....	Wiley Lin Hurie
Hendrix College, Conway.....	J. H. Reynolds
CALIFORNIA	
Claremont Colleges.....	James A. Blaisdell
Pomona College, Claremont.....	Charles K. Edmunds
Scripps College, Claremont.....	E. J. Jaqua
College of the Holy Names, Oakland.....	Sister Mary Austin, <i>Dean</i>
College of the Pacific, Stockton.....	Tully C. Knoles
Dominican College, San Rafael.....	Mother M. Raymond

Immaculate Heart College, Hollywood.....	Sister Mary Redempta
La Verne College, La Verne.....	Ellis M. Studebaker
Loyola University, Los Angeles	Hugh M. Duce
Mills College, Mills College.....	Aurelia H. Reinhardt
Mount St. Mary's College, Los Angeles.....	Mother Margaret Mary
Occidental College, Los Angeles.....	Remsen duBois Bird
St. Mary's College, Oakland	Brother V. Jasper
San Francisco College for Women, San Francisco.....	Mother M. Guerin
Stanford University, Stanford University	Ray Lyman Wilbur
University of Redlands, Redlands.....	Clarence H. Thurber
University of San Francisco, San Francisco.....	W. I. Lonergan
University of Southern California, Los Angeles.....	R. B. von KleinSmid
Whittier College, Whittier.....	W. O. Mendenhall

COLORADO

Colorado College, Colorado Springs.....	Thurston J. Davies
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CONNECTICUT

Albertus Magnus College, New Haven.....	Sister M. Isabel
Connecticut College, New London	Katharine Blunt
Trinity College, Hartford.....	Remsen B. Ogilby
Wesleyan University, Middletown.....	J. L. McConaughy

DELAWARE

University of Delaware, Newark.....	Walter Hullihen
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DISTRICT OF COLUMBIA

The American University, Washington.....	Joseph M. M. Gray
The Catholic University of America, Washington.....	James H. Ryan
George Washington University, Washington.....	C. H. Marvin
Georgetown University, Washington.....	Coleman Nevils
Howard University, Washington.....	Mordecai W. Johnson

FLORIDA

Florida Agricultural and Mechanical College, Tallahassee.....	J. R. E. Lee
Florida-Southern College, Lakeland.....	Ludd M. Spivey
Florida State College for Women, Tallahassee.....	Edward Conradi
John B. Stetson University, Deland.....	W. S. Allen
Rollins College, Winter Park.....	Hamilton Holt

GEORGIA

Agnes Scott College, Decatur.....	James R. McCain
Bessie Tift College, Forsyth.....	Aquila Chamlee
Brenau College, Gainesville.....	H. J. Pearce
Clark University, Atlanta	M. S. Davage
Emory University, Emory University.....	Harvey W. Cox
Georgia State College for Women, Milledgeville.....	Guy H. Wells
Georgia State Woman's College, Valdosta.....	Jere M. Pound

Morris Brown College, Atlanta.....	Wm. A. Fountain, Jr.
Mercer University, Macon.....	Spright Dowell
Morehouse College, Atlanta.....	Samuel H. Archer
Paine College, Augusta.....	E. C. Peters
Piedmont College, Demorest.....	Henry C. Newell
Shorter College, Rome.....	Paul M. Cousins
Spelman College, Atlanta.....	Florence M. Read
University of Georgia, Athens.....	S. V. Sanford
Wesleyan College, Macon.....	Dice R. Anderson

IDAHO

College of Idaho, Caldwell.....	W. J. Boone
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ILLINOIS

Augustana College, Rock Island.....	Gustav A. Andreen
Aurora College, Aurora.....	Theodore Pierson Stephens
Bradley Polytechnic Institute, Peoria.....	F. R. Hamilton
Carthage College, Carthage.....	I. W. Bingham, <i>Acting</i>
DePaul University, Chicago.....	Francis V. Coreoran
Elmhurst College, Elmhurst.....	Timothy Lehmann
Eureka College, Eureka.....	Clyde L. Lyon
George Williams College, Chicago.....	Edward C. Jenkins
Greenville College, Greenville.....	Leslie R. Marston
Illinois College, Jacksonville.....	Harold C. Jaquith
Illinois Wesleyan University, Bloomington.....	Harry Wright McPherson
James Millikin University, Decatur.....	John C. Hessler
Knox College, Galesburg.....	Albert Britt
Lake Forest College, Lake Forest.....	Herbert M. Moore
Loyola University, Chicago.....	Samuel K. Wilson
MacMurray College, Jacksonville.....	Clarence P. McClelland
McKendree College, Lebanon.....	Cameron Harmon
Monmouth College, Monmouth.....	T. H. McMichael
North Central College, Naperville.....	E. E. Rall
Northwestern University, Evanston.....	Walter Dill Scott
Rockford College, Rockford.....	Gordon K. Chalmers
Rosary College, River Forest.....	Sister Mary Thomas Aquinas
St. Xavier College for Women, Chicago.....	Mother M. Sophia Mitchell
Shurtleff College, Alton.....	Paul L. Thompson
University of Chicago, Chicago.....	C. S. Boucher, <i>Dean</i>
Wheaton College, Wheaton.....	James O. Buswell, Jr.

INDIANA

Butler University, Indianapolis.....	James W. Putnam
DePauw University, Greencastle.....	G. Bromley Oxnam
Earlham College, Richmond.....	William C. Dennis
Evansville College, Evansville.....	Earl E. Harper
Franklin College, Franklin.....	Wm. G. Spencer

Hanover College, Hanover.....	Albert G. Parker, Jr.
Indiana Central College, Indianapolis.....	I. J. Good
Indiana University, Bloomington.....	Wm L. Bryan
Manchester College, North Manchester.....	Otho Winger
Rose Polytechnic Institute, Terre Haute.....	Donald B. Prentice
St. Mary's College, Notre Dame.....	Sister M. Madeleva
St. Mary-of-the-Woods College, St. Mary of the Woods,	
	Mother Mary Raphael
University of Notre Dame, Notre Dame.....	John F. O'Hara

IOWA

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Clarke College, Dubuque.....	Sister Mary Agatha Farrell
Coe College, Cedar Rapids.....	Harry M. Gage
Columbia College, Dubuque.....	Thomas Conry
Cornell College, Mt. Vernon.....	Herbert J. Burgstahler
Drake University, Des Moines.....	Daniel W. Morehouse
Grinnell College, Grinnell.....	John S. Nollen
Iowa Wesleyan College, Mt. Pleasant.....	James E. Coons
Parsons College, Fairfield.....	Clarence W. Greene
St. Ambrose College, Davenport.....	Martin Cone
University of Dubuque, Dubuque.....	Paul H. Buchholz
William Penn College, Oskaloosa.....	B. F. Andrews, <i>Acting</i>

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College of Emporia, Emporia.....	John B. Kelly
Friends University, Wichita.....	David M. Edwards
Kansas Wesleyan University, Salina.....	L. B. Bowers
McPherson College, McPherson.....	V. F. Schwalm
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Southwestern College, Winfield.....	Frank E. Mossman
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University of Wichita, Wichita.....	W. M. Jardine
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Berea College, Berea.....	W. J. Hutchins
Centre College, Danville.....	Charles J. Turk
Georgetown College, Georgetown.....	Henry N. Sherwood
Nazareth College, Louisville.....	Mother Mary Catherine Malone
Union College, Barbourville.....	John Owen Gross
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Xavier University, New Orleans.....	Sister M. Madeleine Sophie, Dean

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St. Joseph's College, Emmitsburg.....	Sister Paula Dunn
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Wells College, Aurora.....	Kerr D. Macmillan
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Oklahoma City University, Oklahoma City.....	A. G. Williamson
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University of Tulsa, Tulsa.....	R. L. Langenheim, <i>Acting</i>

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The College of Liberal Arts for Women.....	Merle M. Odgers, <i>Dean</i>
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Ripon College, Ripon.....	Silas Evans

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--	---------------

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 American Association of University Professors
 American Association of University Women
 American Council of Learned Societies
 American Council on Education
 Carnegie Foundation for the Advancement of Teaching
 Carnegie Corporation
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 John F. Slater Fund
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 Rockefeller Foundation
 Social Science Research Council
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 Council of Church Boards of Education and its constituent Boards

CONSTITUTION OF THE ASSOCIATION OF AMERICAN COLLEGES

THE purpose of the Association shall be the promotion of higher education in all its forms in the colleges which shall become members of this Association, and the prosecution of such plans as may make more efficient the institutions included in its membership.

Name: The name of this Association shall be the "Association of American Colleges."

Membership: All colleges which conform to the definition of a minimum college given in the By-Laws may become members of this Association. The general secretaries of church boards of education and officials of educational foundations and other cooperating agencies may be elected to honorary membership.

Representation: Every institution recognized as a member of this Association shall be entitled to representation in each meeting of the Association by an accredited representative. Other members of the faculty or board of trustees of any institution belonging to this Association, the officers of church boards cooperating with such an institution and the representatives of foundations and other cooperating agencies, shall be entitled to all the privileges of representatives except the right to vote. Each institution recognized as a member of the Association shall be entitled to one vote on any question before the Association, the vote to be cast by its accredited representative.

Officers: The Association shall elect a President, a Vice-President, a Secretary, and a Treasurer, who shall be charged with the duties usually connected with their respective offices. The Secretary shall be the permanent executive officer of the Association, and shall serve without term until his successor is elected. The other officers shall serve for one year, or until their successors are duly elected. The Association shall also elect four others who, with the four officers named above, shall constitute the Executive Committee of the Association. The President of the Association shall be *ex-officio* chairman of the Executive Committee. The election of officers shall be by ballot.

Meetings: At least one meeting of the Association shall be held in each calendar year. Special meetings may be called by the Executive Committee, provided that four weeks' notice be given

each institution connected with the Association. Representatives of twenty-five members of the Association shall be necessary to form a quorum for the transaction of business.

By-Laws: The Association may enact By-Laws for its own government not inconsistent with the provisions of this Constitution.

Vacancies: The Executive Committee is authorized to fill vacancies *ad interim* in the offices of the Association.

Amendments: Amendments to the foregoing Constitution may be offered at any regular annual meeting, and shall be in writing, signed by the mover and two (2) seconds. They shall then lie on the table until the next annual meeting, and shall require for their adoption the affirmative vote of two-thirds of the members then present.

BY-LAWS

1. In order to be eligible to membership in this Association institutions shall require fifteen units for admission to the freshman class and 120 semester hours, or an equivalent, for graduation.

2. Applications for membership shall be made to the Executive Committee, which shall, after investigation of the standing of the institution, recommend to the Association.

3. The annual dues shall be fifty dollars per member. Non-payment of dues for two successive years shall cause forfeiture of membership.

4. The place of the annual meeting of the Association shall be determined each year by the Executive Committee.

5. All expenditure of the funds of the Association shall be authorized by the Association, or, subject to later approval by the Association, by the Executive Committee.

6. The President shall appoint a Committee on Resolutions at the beginning of each annual meeting, to which shall be referred for consideration and recommendation all special resolutions offered by members of the Association.

7. The Secretary is authorized to mail three copies of all official bulletins to all institutions which are members of the Association. Additional subscriptions, either for the institution or for any officer or faculty member, may be made at a special rate.

8. These By-Laws may be amended at any business session of the Association by two-thirds vote, notice of the proposed amendment having been presented at a previous session.

POLICY

In accordance with the action of the Association, the working policy of the Association is a policy of *inclusiveness and inter-helpfulness rather than of exclusiveness*.

Adopted as revised January 22, 1932.

FORMER PRESIDENTS

- 1914-15 President Robert L. Kelly, Earlham College; *Constitution adopted*
- 1915-16 President Robert L. Kelly, Earlham College
- 1916-17 President Henry Churchill King,* Oberlin College
- 1917-18 President John S. Nollen, Lake Forest College
- President Hill M. Bell,* Drake University, *Vice-President, pre-*
siding
- 1918-19 President Donald J. Cowling, Carleton College
- 1919-20 President William A. Shanklin,* Wesleyan University
- 1920-21 President Frederick C. Ferry, Hamilton College
- 1921-22 President Clark W. Chamberlain, Denison University
- 1922-23 President Charles A. Richmond, Union College
- President Samuel Plantz,* Lawrence College, *Vice-President, pre-*
siding
- 1923-24 President Harry M. Gage, Coe College
- 1924-25 Chancellor J. H. Kirkland, Vanderbilt University
- 1925-26 President Frank Aydelotte, Swarthmore College
- 1926-27 Dean John R. Effinger,* University of Michigan
- 1927-28 President Lucia R. Briggs, Milwaukee-Downer College
- 1928-29 President Trevor Arnett, General Education Board
- 1929-30 President Guy E. Snively, Birmingham-Southern College
- 1930-31 Dean Luther P. Eisenhart, Princeton University
- 1931-32 President Ernest H. Wilkins, Oberlin College
- 1932-33 President Irving Maurer, Beloit College
- 1933-34 President Edmund D. Soper, Ohio Wesleyan University
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* Deceased

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